

World Federa  
*of*  
Education Associations

PROCEEDINGS  
*of the*  
Fourth Biennial Conference  
*held at*  
Denver, Colorado  
July 27 - August 1  
1931

The World Federation of Education Associations  
1201 Sixteenth Street N. W.  
Washington, D. C.

## FOREWORD

The Denver Conference has passed into history, it is more than a memory. Its influence will live. It marked a high point in the spiritual side of international education and must be fraught with much good. The attendance was not so wide as usual, owing to the financial crisis which has come upon the world, but the type of men and women who attended and the manifest interest were of a high quality. The fact that over 4,000 attended is a great tribute to the earnestness and faith of the teaching profession.

If some process could be discovered for the measuring of conference results, the Denver meeting would register a high efficiency and a significant influence on world affairs. We do not usually expect educational conferences to make instant changes in established order, for education is a long process and requires a generation to achieve definite and visible results.

The spirit of the meeting was unusual. The hospitality of the city and state were important factors in producing the spirit of friendliness and goodwill.

I cannot say who wrote the following little poem but it is a true interpretation of such meetings as we held in Denver:

We walked together for a day,  
And then each went his chosen way,  
And yet with each went something more,  
Than each possessed the day before.  
For faith in men, and friendship, too,  
Flowered in every breast anew,  
And each now in his heart will find  
Some proof the world is good and kind.

Only the resolutions of the Herman-Jordan Committee are included in this report. The plan itself is to form a separate volume which will prove of great value.

It is impossible to include in this volume the complete addresses which were made, but there is much worthwhile recorded herein. It presents the point-of-view of many countries and offers valuable suggestions for the realization of the purposes of the Federation, which is a more complete understanding and cooperation. Any student interested in comparing educational ideals and in a closer fellowship of the leaders of the young will take pleasure in pursuing these pages.

AUGUSTUS O. THOMAS.

Washington, D. C.  
March 3, 1932.

**MAHARANA BHUPAL  
COLLEGE,  
UDAIPUR.**

*Class No.....*

*Book No.....*

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# GENERAL PROGRAMS

## *Denver Municipal Auditorium*

### *WELCOME MEETING*

Presiding officer, A. L. Threlkeld, Superintendent City Schools and Chairman of Local Committee.

Music; Chorus—Denver High Schools, John C. Kendall, Conductor.

A. L. THRELKELD

THE Denver Public School staff welcomes the delegates and guests of the World Federation of Education Associations. Various committees made up of Denver teachers and laymen have been at work for months in order that the welcome extended to their guests from all parts of the world might be expressed in a practical hospitality rather than in mere words of greeting. These committees have been concerned at times about the number of persons for whom they should prepare. The problems connected with communication with foreign countries and the effect of the world-wide depression on travel created elements of uncertainty—all of which this huge gathering of some four thousand people has happily dispelled. Needless to say, the people of Denver and the committees in charge of arrangements for entertainment for the convention are overjoyed, and hope that each convention guest will as a result of his week in Denver feel a little better acquainted with this section of the United States. We know, of course, that Denver, as a result of this contact with delegates from so many foreign countries, will be more world-conscious than it has been before. The World Federation of Education Associations, in these conventions alone, does much to promote the spirit of world friendliness toward which it is working. And we are glad that Denver, as a result of this convention, has become, instead of a mere spot on the map, a definite place populated with definite friends for these folk who have come from the four corners of the earth to confer with us for a few days on the problems connected with education for international relationships.

Surely this convention will mark another definite step in the building of international friendships.

It is my pleasure to introduce to you citizens and officials of Denver and Colorado who will bring to you the greetings of the organizations which they represent.

(At this point Mr. Threlkeld introduced the following, each of whom extended a welcome to the convention in behalf of the organization he represented.)

Edwin C. Johnson, Lieutenant-Governor of Colorado.

George D. Begole, Mayor of Denver.

Mrs. A. B. Shuttleworth, Colorado State President, Congress of Parents and Teachers.

C. M. Schenck, President, Board of Education, Denver.

Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction.

F. A. Ogle, President, Colorado Education Association.

MRS. INEZ JOHNSON LEWIS, STATE SUPERINTENDENT OF PUBLIC SCHOOLS  
OF COLORADO

I feel it is a rare privilege and honor to welcome you to Colorado for the coming session of the World Federation of Education Associations. We have been looking forward to your coming for many months. We know that our lives will be better and richer because of this week's association with you.

Our profession brings us close to the heart of humanity. We are interested in the potential happiness of human beings. Ours is to develop the whole personality—the body, the mind, the spirit, to the end that the individual may serve and be served.

The new proximity of the peoples of the earth has brought us face to face with new social and economic problems. The economic interdependence of nations is now recognized.

During the next week there will be free and frank discussion of education and its relation to human welfare, life and things governmental.

We will learn from each other. The interchange of thought will be a source of mutual growth and inspiration. The hopes, aspirations and courage of the various peoples of the earth will be better understood. The cobwebs of many fears and prejudices will be wiped away. Each nation will contribute something to the conference as a whole.

The effect of your deliberations will be far reaching. How far reaching no one can tell. Perhaps the effect of your conclusions reached here will go echoing on through the years to come.

It is my good fortune to have attended two former conferences of the World Federation of Education Associations. I was at the Toronto and Geneva sessions of this organization. At both meetings I made friendships that will last as long as life itself. And so it will be at the World Federation of Education Associations in Denver.

Delegates have assembled here from the ends of the earth. Association and service in a common cause will make for enduring friendships. Friendship and understanding among the educators of the world will tend to lay the basis for intelligent, happy and profitable international relations.

Colorado is deeply appreciative of the honor you bestow upon her by your presence. Our people are big of mind and heart. They recognize the service you are rendering to the common good of all.

Our state is famed for its scenic beauty. It is hoped you will take time from your deliberations to enjoy our mountains, parks and splendid highways. Our lofty peaks and our broad plains extend to you a warm greeting,

and, better still, our people are delighted to have the opportunity to extend the hospitality of their homes.

It is our earnest desire that your stay here will be happy and profitable.  
In the name of my State, I bid you a hearty welcome.

C. M. SCHENCK, PRESIDENT, BOARD OF EDUCATION, DENVER, COLORADO

It is pleasing to me to be here tonight as the representative of the Denver Board of Education, and as its representative, to greet the delegates in attendance at this the Fourth Biennial Conference of the World Federation of Education Associations.

This is a notable occasion and a notable gathering, an international gathering of distinguished men and women, leaders in the various fields of education.

Many of you have traveled far, some from foreign countries, some from distant sections of the United States.

But, however long the journeys, I am sure you have no regrets that you are now in Colorado:

"In Colorado where the pine trees cone,  
And the gods have their gardens in glory alone.  
Where a wind ever soft from the blue heaven blows,  
Bearing perfume of columbine, mariposa and rose."

Denver, the Capital City of Colorado, is honored by your presence.

The hospitality of the city and of the state has been extended to you.

For the members of the Board of Education, and for all others actively associated with Denver's Public School System, I bid you a hearty welcome.

We hope you will enjoy your visit, and that you may long hold happy memories of your sojourn in our city and state.

I greeted them as "Friends of Little Children," since I had heard that educators did not want to be called teachers; but I cannot connect the word "educator" with a little child—it does not seem to fit. We are all teachers—teachers in the home and teachers in the school, and what our children are is a result of that living education.

Children never hate those of other countries until adults show that hatred. They recognize no difference in playmates of different races. We as parents and teachers have a solemn obligation to see that we do not jeopardize the peace and goodwill of the world by our attitude toward our neighbors.

SIR FRANK W. GOLDSTONE, FORMER SECRETARY, NATIONAL UNION OF  
TEACHERS OF ENGLAND AND WALES

In responding to the addresses of welcome delivered in the Auditorium, Denver, Sir Frank Goldstone said that the welcome of the teachers and citizens of Denver had been as cordial as their hospitality was profuse. In fact, it had proved to be as warm as their weather, and having regard to his normal experience in Great Britain, that was praise indeed.

It might be asked what had brought so many thousands of teachers together from near and far-distant lands. In some cases doubtless it was to satisfy the roving instinct inherent in mankind, coupled with a desire for new experiences. In the case of a larger number, their presence represented a keenness to exchange ideas with their fellow teachers in relation to common professional tasks. The true teacher was always a learner, said Sir Frank. Then for all of them was the pursuit of an ideal; the promotion of international goodwill.

Means were at hand to achieve their great objectives. Contacts were established at the conventions between men and women of the same vocation. They had the bond of a common interest. It was this bond in their own, and other professions, which would steadily and effectively increase the area of goodwill. Their great objective was the creation of an attitude of mind in the rising generation so that as young people emerged from school, they would come to regard all men as brothers the world round. Their hope was to create a desire to eliminate feuds in the relationships between nations, as right-minded people excluded them inside their family circles. International misunderstandings were fatal to progress and happiness in the perfecting of human life. "Nations have perished from various causes but none through seeking to make perfect the lives of its citizens." *Perfection does not lie along the path of military domination or racial intolerance.*

There are encouraging signs in most civilised nations, which warrant the belief that the world is slowly but surely approaching a stage when disputes between nations will be settled by peaceful means as a normal part of international procedure. The growing prestige of the League of Nations gives warrant for the belief that the attitude of the peoples of the world towards war is steadily changing. Sir Frank called attention to the enormous importance of the Conference on Disarmament to be held in February, 1932, and referred to a great meeting in London which had been held earlier in the month to create the right attitude of mind towards the proceedings of that Conference. In this time of worldwide distress, said the speaker, the excessive amounts spent on armaments are criminally wasteful. The Denver Conference, therefore, was held at a most opportune time from the point of view of influencing world-wide opinion in relation to the Disarmament Conference.

There was no organised body of men and women in all the world, said the speaker, which has equal opportunities with the teaching profession for inculcating a right spirit within the rising generation. Sir Frank declared, that the greatness of the opportunity of the World Federation is the measure of its responsibility. "Let us, therefore," he said, "here and now, re-dedicate ourselves to the God-given task of teaching the young in our respective countries that we are members one of another, and that it is righteousness in its international relationships and not military force that exalteth a nation."

Mr. Thomas Henderson, Secretary of the Educational Institute of Scotland, responded on the part of the Federation, and Miss Charl Williams, of the National Education Association, spoke for the teachers of America.

AUGUSTUS O. THOMAS, PRESIDENT

## I

Here in the heart of America, at the foot of the Rocky Mountains, the backbone of the hemisphere, in the beautiful State of Colorado and in this city, with its charming, hospitable people, this great organization has come to deliberate on the ways of men, and to lead the children of the generation into the pleasanter paths of peace. We believe that men are improvable through that culture which we call education. With no attempt to indoctrinate, through inculcation we seek to give our children an open-mindedness and a spirit of learning which will enable them to weigh values with trained minds, unprejudiced and free from the distrusts, fears and aversions which have characterized the race from primitive days.

We believe that the present depression, which has brought so much distress throughout the world, is the repercussion of the World War from which the nations are not likely to recover for generations. If there is anything which the teachers of the world can do to repair the loss and to shield future generations from a like or an even worse calamity, it is our hope to do so.

## II

It is significant, in a period of depression and dire distress, with men and nations struggling for existence, and with civilization at the crossroads, that men and women in such fine numbers, with the small economic resources of a learned profession, should come great distances to deliberate not upon things material but upon things eternal, not upon things mortal but upon things immortal, not upon inventions and discovery but upon principles, character, and ideals, not boastful and arrogant but in the spirit of humility, as exemplified by all the great teachers who have led humanity through the centuries. We come not in the spirit of selfishness and isolation but in courageous cooperation, and devotion, that we may find a way in all this complex and fluid age to keep the hearts of the children from prejudice and hatred, and to cultivate the spirit of friendship and goodwill becoming to a civilized people.

Education is the world's great need today—not cold intellectualism but knowledge tempered by justice and seasoned with brotherly love. *If we are ever to reach a period in the history of the race when armies and navies, as such, shall be no longer needed, when the nations shall disarm, and when the "sword shall be beaten into ploughshares and the spear into pruning hooks," there must be first an intellectual and a spiritual disarmament.*

We need the spirit of the teachings of all the great leaders who have shown the way to a better humanity—Buddha, Confucius, Mohammed, Zoroaster, and the Christ, all of whom taught the Golden Rule and opposed war. Confucianism teaches, "Within the four seas all men are brothers"; Buddhism, "Let one cultivate goodwill towards all the world"; Hinduism, "To you I declare this holy mystery; there is nothing nobler than humanity";



Christianity, "And nation shall not lift up sword against nation." Some day, it may be that in the interest of a united humanity the spirit of these great religions may be united as a force to shield the nations from the devastations and ravages of war, and put aside the old order of force as an arbiter and enthrone justice and reason.

### III

As a sort of Educational League of Nations, the World Federation of Education Associations is a response to a challenge. It grew out of a world necessity and from a knowledge of the power of culture and the force of ideals. It grew out of a universal hope that some common ground might be found upon which nations could come together to plan for the future. Education answered the challenge, for it deals with truth, and truth is universal. In coming together on such a mission, prejudices must be left behind. The deliberations must be confined to those eternal things which must live on, which must become a part of human nature in carrying on generation after generation. Our avowed purpose is "*to secure international cooperation in educational enterprises, to foster the dissemination of information concerning the progress of education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world.*"

This is a high and noble aim. Science and invention have placed unsafe instruments in the hands of peoples actuated by the old law of force. Nations have been brought together in communication, trade and business to an extent unbelievable fifty years ago. The great problem today is to teach the nations that courts of justice are far more conducive to business prosperity than war. *The greatest task which lies ahead of all peoples is to teach the young that the way to happiness is through understanding.*

No matter how many things may change, how complex human situations may become, how confused the generation, there is one thing which is always the same, and that is childhood. Helpless in our hands, unprejudiced as to nationality, race or creed, the children are waiting to be led whither we will and responsive to our teachings. They are entitled under all civilized conventions to a square deal and a fair chance. *They are the children of destiny.*

But we are not merely coming together for the exchange of experiences and for the fellowship, great and pleasant as it is, for our task lies far beyond. *We must gather together the experiences of the races and the contributions of the peoples, the common backgrounds and the cultures which have marked the progress of the race, and weave them into a foundation for the instruction of the young in international and inter-racial understanding and co-operation.*

### IV

While a great world-wide enterprise must of necessity move slowly, while we have not been able to consolidate our executive, while we have not been able to establish our secretariat, and while we have no paid officials,

we are not without notable achievement. The Federation has gathered momentum with the few short years of its service. It has created a new point of view in education. It has aroused great numbers of teachers to an understanding and an appreciation of the vastness of the opportunity which has come to them. The grounds have been cleared, and the way has been surveyed and laid out. The coming years will see the organization fully equipped and able to render service in a program of universal education and human understanding. Time does not permit a detailed account of the accomplishments of the Federation during the eight years of its career, but a mere catalogue of some of the important activities may be enlightening.

1. The Herman-Jordan committees have made notable contributions to the cause of international education. Textbooks have been surveyed; guiding principles have been set up; materials of instruction in social science have been prepared; plans and specifications for the writing of school histories have been placed in the hands of publishers and writers; plans for the promotion of international contacts and cooperative activities of youth are being completed; a position on the subject of militarism has been established, and a plan for the cooperation of agencies working for world peace has been elaborated.

2. The celebration of World Goodwill Day has grown with remarkable satisfaction until its observance now covers some forty countries.

3. A survey of what is being done in school health has been made and published by the School Health Division, which constitutes one of the most valuable contributions to child welfare work that has been made and which will long stand as a monument to this most important enterprise and a credit to the division of School Health.

4. Our Teacher Training Division has to its credit a notable achievement in a number of surveys and researches. It has prepared, with endless pains, source materials on the philosophy and psychology of peace and has set up plans for the training of teachers in the new objective.

5. The Division of Social Adjustment has brought together valuable contributions from the Geneva Conference and published them.

6. We have prepared lists of helps for teachers and suggestions for instruction, together with type lessons, in response to numerous calls for helpful materials.

7. Our Illiteracy Division has contacts with a large number of countries and has assisted materially in programs for relief.

8. The Division of Home and School, also, has a notable achievement in uniting forty-four countries in a broader cooperation and in a united effort.

9. The school organization divisions, such as Kindergarten, Elementary Education, Secondary Education, and College, have all made progress and have cemented the friendship of workers in many parts of the world. The Division of Geography as a Means of International Understanding, the Division of Practical Education, and all the parts of this great organization

which represents a large percentage of the world's teachers, are laying the foundation for an advance all along the front in their fight against ignorance, which is the basis of misunderstanding and violence.

10. We have arranged for a number of scholarships for research in connection with the Herman-Jordan Plan.

11. Direct service has been rendered to persons representing American schools traveling in other countries.

## V.

If we turn away for the moment from our idealisms and view the so-called more practical side, education becomes the great ally of business and the bedrock upon which is erected the economic welfare of the nations. Primitive peoples are not good patrons of business. The development of business and industry and the economic progress is based upon the spread of education. As people advance in the scale of education and intelligence, they require more and more of the products of the field and factory—better homes, instruments and furnishings of culture, music, art, newspapers, books and magazines, and all manner of equipment for convenience and comfort.

## Second Session, July 28

PRESIDENT THOMAS Presiding

GEORGES MILSOM, DIRECTOR LEAGUE OF RED CROSS SOCIETIES, PARIS, FRANCE

I bring to the World Federation of Education Associations the message of twelve million members of the Junior Red Cross, that is to say of twelve million boys and girls imbued with an ideal similar to that of the Federation. They are endeavoring to keep in good moral and physical health, to help others in all the circumstances of life by putting into practice the motto "I Serve," to apply the great principles which are at the base of humanitarian work of the Red Cross and to maintain relations of sympathy and friendship with the young people of other countries.

The World Federation of Education Associations, which has never ceased in all its congresses to encourage activities which tend to establish international contacts between school children through correspondence, through exchanges of school work and through visits of pupils to different countries, will be happy to know that the Junior Red Cross members have made great progress along these lines.

The International school correspondence of the Junior Red Cross is uniting the young generations of 48 countries. It is collective, that is, it is carried on not between two pupils, but between two groups of Junior Red Cross members. It sometimes lasts for several years between the same groups, for the interest increases with the number of exchanges while the bonds of friendship become closer. The album, a collection of varied material, is the usual form of this correspondence. It contains subjects of common interest

to the pupils of all countries, independent of their Junior Red Cross activities; their school, their town, their country, its history, its geography, the great men who have adorned it, etc. These subjects are handled with the utmost variety according to the capabilities and tastes of the children. The value of the correspondence lies above all in the fact that it puts the children in direct contact with each other. The Juniors who take part in this activity feel attached to their unknown friends by the common bond of the Junior Red Cross. They are inspired by a spirit of good will which is translated into the letters and friendly messages exchanged in the albums. Thus the little Japanese address the Latvian Juniors: "Dear brothers and sisters of Latvia! Your customs and manners are different from ours, I suppose, but in the name of the Junior Red Cross we are all brothers and sisters, so let us go hand in hand on the road towards World Peace." Children leaving school often send charming letters to their unknown friends in which they assure them that they will never forget them. Many express the wish to make their personal acquaintance one day and to visit the countries which they have learned to love.

The feelings of international good-will which animate the Juniors are expressed by their reactions to news of disaster in the land of their foreign friends. At the time of the Mississippi floods, the floods in the South of France, the earthquakes in Greece and Bulgaria, etc., the Juniors of other countries sent to their comrades, victims of disaster, important gifts which they had collected. The members of the American Junior Red Cross devote each year, through the National Children's Fund, a certain proportion of their funds to help Juniors in other countries. When they cannot express their sympathy by gifts, the Juniors send letters to their comrades telling of their distress at their misfortunes and try to console them. Here is a letter written by a group of Polish Juniors to their German friends in connection with a mining accident which caused many deaths:

"Dear Friends, members of the Junior Red Cross:

The news of a terrible disaster in the German coal mines has reached us in Poland and we cannot help sending you, dear Juniors, the expression of our deep sympathy. As we too have fond parents, we can well understand your great sorrow in losing yours. At the same time, we wish to comfort you by helping you to realize that all those miners perished like heroes at their post and you may be justly proud of your fathers. As we cannot lay any living flowers on the tombs of your dear relatives we are sending flowers on postcards in our national colours (crimson and white).

Your affectionate friends—the Junior Red Cross Group of the College of Siedlice, Poland."

The Junior Red Cross is happy to bring its good wishes to the World Federation of Education Associations, for it seeks to attain the aim which is also pursued by the Federation, that is, the moral and physical development of the young generation in a spirit of good-will and service, and it is

*International relations*, with emphasis upon contemporary problems and including study of the League of Nations, the World Court, the Paris Pact, and all other important institutions and measures for civic cooperation in the interest of the common good of mankind.

*Economics*. The interdependence of nations in things material can here be emphasized. The advantages of friendly cooperation in international trade, both in its material and in its spiritual benefits, can be made clear in the minds of students. The ethical aspects of Economics should not be neglected.

*Comparative governments*. It is well for the teacher to have a good working knowledge of his own government; but it is also important that he should understand and appreciate the merits of other civic forms, as well as the handicaps suffered by peoples who have to struggle under backward or reactionary governments.

*Social ethics*, a study of moral judgments concerning the relation of the individual to social institutions and of social institutions to each other. This is a much talked of yet much neglected study. The moral judgment, like the mother tongue, is something for everybody to exercise. We have long since come to the point of giving systematic instruction in the more technical phases of the mother tongue, but we are generally trusting to chance, or to incidental attention only, to develop ability in the student to form correct moral judgments with regard to the very complex social problems of modern life. Teachers, no less than preachers, should have thorough training in this field. This they will not generally get except by a course especially designed for this purpose and taught by one academically and professionally trained for this form of teaching service.

In case the teacher-training course is too brief to include adequate instruction in separate courses in all the subjects here listed and others essential to the preparation of teachers, it is possible to include in the course in Social Ethics many of the most fundamental problems of Sociology, Economics, and Civics, treated from the ethical point of view. Indeed, Social Ethics, like language composition, must draw its concrete materials and illustrations from other subjects. Social Ethics may be so organized as to become an orientation course in the general field of the social studies. Such usage is especially valuable in teacher-training institutions.

Adequate preparation of teachers for developing international understanding calls loudly for a minimum standard of four years of college study and training, a standard already adopted by some school systems. May the contagion of their example rapidly spread to all the world.

### TRAINING IN-SERVICE TEACHERS FOR A WORLD FRIENDSHIP CURRICULUM

ELBERT E. DAY, SUPERINTENDENT OF SCHOOLS, MARION, OHIO

In Marion the efforts of the supervisory staff meant much to the success of our anticipated plan. We have two supervisors devoting their time to

general grade supervision. We also have special subject supervisors in art, music, voice, etc. The fine spirit of co-operation existing among these people is the greatest factor in training our faculty for the teaching of World Friendship.

There are two phases to be stressed in this training. First, it is necessary for the teacher to become acquainted with the general concept back of this program, and to know the purpose of the teaching and the methods by which we plan to attain that purpose. Second, it is necessary to have the teachers acquainted with the essential information concerning the teaching of World Friendship.

How are we to get across the general concept of World Friendship as a subject to be taught? The social studies in our schools have been limited almost entirely to the study of history and geography. The relationship of these two subjects has never been shown. In one subject, boundaries, physical features, regions, etc., have been stressed; in the other, causes, results, and dates. The most vital element, the human relationships, has been left to inference.

Modern educational thought places as the first requirement of teaching, that the subject function in the life of the child. Our teaching of history and geography was leaving very few facts in the mind of the child and was not changing his attitudes. Therefore, a new approach was worked out. We learned of the homes, dress, food, and work of our foreign people. Incidentally, this brought in location, industries, etc., but nevertheless, we were studying *people* and their contributions to the world.

Besides this studying of people, the teachers were asked to carry out some creative work that was outside the routine work of the class. This would acquaint the teacher with another type of teaching and would offer new interests to the child. But the teachers needed help in this new field. We found that working out our subject matter furnished the most convenient and interesting field from which to select subjects for creative work. The subject most alive at the time was that of permanent World Peace. This theme had many angles. Finally we stated it thus: *We believe permanent World Peace can be obtained through a sympathetic understanding and a mutual appreciation of one people for another.*

For the fourth, fifth, and sixth grades we adopted the following plan. Each class chose one country (included in the text) for special intensive study. The selected country was studied from the viewpoint of its people.

The problem of training the teacher for this new theme was not as difficult as we had anticipated. They were intrigued and greatly interested in their work. However, both guidance and encouragement were necessary. There were a few group meetings of the supervisory and the superintendent, and conferences were held by the teachers besides the regular scheduled meetings.

The greatest stimulus was given to the work by our biannual exhibit. World Friendship was chosen as our theme for the last exhibit. At this

exhibit displays of every nature were shown. The yearly work of the pupil was reviewed and appreciated. The creative work done by the children was given special note.

The general plan by which we attempted to train our teachers was as follows: first, there had to be intensive study of the people of the chosen country. (Now they are also studying such subjects as "communications," "games," "transportation," "homes," etc., the object being to discover the contributions of different people to our own every day life.)

In our school our resources are limited and material for comprehensive study is scarce. Our school and public libraries need more reference books. There is a need for a series of books, not texts, in which this material will be collected, organized, and made more readily accessible to the schools.

I wish to emphasise our belief in the effectiveness of establishing World Friendship through gaining a mutual understanding and appreciation of people. It is not impractical for us to have a course of study of this kind acceptable to all nations, all races, all religions, and all political organizations.

This course will emphasize the intimate personal things in the lives of the people of each nation. It will study their homes, their work, and their play. One nation will better understand and appreciate another because it will be familiar with the emotional and spiritual life of the people through their music, their art, and their games. Each nation will acknowledge its debt to the other because of the contributions that each have made to the progress of civilization and the common welfare.

### *RECENT DEVELOPMENTS IN THE TRAINING COLLEGES OF ENGLAND AND WALES*

MISS E. A. PHILLIPS, VICE PRINCIPAL OF AVERY HILL TRAINING COLLEGE,  
ELTHAM, LONDON, ENGLAND

(Abstract of Miss Phillips's address)

Dr. Bennion and Dr. Day have made very heavy demands on existing teachers and on teaching training institutions. Dr. Bennion acknowledged frankly that it was difficult to get needed material for history and geography. I think the acknowledgment should go further, and that we should press for research scholarships in the different countries. How can teachers get acquainted with new materials unless we create opportunities? In England many educators feel it would be valuable for English students to be able to take part of their courses in foreign universities. We want our boards of education to grant scholarships to foreign universities; at the moment we are pressing for facilities to the great German colleges and universities. As it is our students are trained in their own country only. This point must be pressed if we are to go further, as this Federation has suggested.

I think a few statistics will be pertinent to place before you our conditions in England. We have in England and Wales today 108 training colleges, in which are 18,000 students. Of these 108 seventy-two are two-

year training colleges or normal schools and in these are 12,000 or two-thirds of the students. The remaining 6,000 students are mainly in 25 colleges attached to the universities; most of these have a university training before entering training colleges.

Most of the students in our two-year training schools are 18 or 19 years old, coming directly from secondary schools. The work of the training schools is two-fold—preparing the student in academic studies, and giving him actual teacher training. Matriculation is by a “qualifying examination.”

Content of the academic studies is as follows: 100% of the students take English; 96% take French (which is a subject not taught in the elementary schools, and hence not a teacher training subject); 92% mathematics; 87% history; 65% geography; 42% Latin; 40% chemistry; 26% physics; 23% botany; 7% German; 1% music; 1% Spanish; 1% biology; 1% domestic sciences. Note the large percentage of French and the small percent of science.

Do you consider that that is a liberal cultural education? Are those courses of study sufficient general background?

Undue or over-specialization of students in universities makes against their preparation as teachers. It is possible, for example, to take an honors degree in mathematics alone. There are two university degrees—general and honors.

Stephen Leacock’s amusing portrayal of Oxford in “My Discovery of England,” explains the process of getting “smoked” under tutors. This tutorial system is the keynote of the Oxford culture known all over the world. And it is this tutorial system that our training colleges are adopting. By this and the academic studies we intend to broaden the student’s outlook.

For actual teacher training we have a direct study of the curriculum of the elementary school, and methods of teaching. A three-week period each of the two years is devoted to actual teaching under an instructor in the training school. In my own school (which is an experimental school) we spend also one afternoon every week in the classroom. Here I assign a small group of children to each of my students and they carry on their personal lessons.

All of our students do welfare work in the slums. Such an experience as organizing 200 children in an emergency is excellent training for a 19-year-old girl.

### *SOME POSTULATES, WITH RELATED QUESTIONS, WHICH HAVE RESULTED FROM A STUDY OF THE PSYCHOLOGY OF HUMAN RELATIONS*

H. L. SMITH, DEAN OF SCHOOL OF EDUCATION, UNIVERSITY OF INDIANA

Many of the discussions of the problem of human relations seem to place primary emphasis on the economic, political, and philosophical aspects of the problem. It should be evident, however, that certain phases of the



problem are fundamentally psychological in character. In the following postulates an attempt has been made to state briefly a system of psychology with respect to human relationships. The questions which follow the postulates are intended to provoke discussion on the basic psychological problems involved in the establishment of more ideal human relationships.

I. The individual should be considered the fundamental social unit. The self-conscious and purposive aspects of personality should receive primary consideration. Due to the fact that he is self-conscious and purposive, the individual will more properly evaluate his relations with other human beings.

1. To what extent have the standardizing processes of the present social order produced individuals who are able to cope with the problems involved in the construction of ideal human relations?

2. What are the characteristics of a highly integrated free and rational individual?

3. What part does the social environment play in the integration of the individual?

4. What are the desirable activities that we would have properly integrated individuals perform?

5. In what respects is man not adapted to the present social order?

6. May we say that there is a pre-established harmony between the interests of the individual and those of society?

7. Do the advantages outweigh the limitations of the theory of the give and take relationship between the individual and society?

II. Human nature need not be changed in order to establish more ideal human relations, either locally or internationally. This postulate does not deny the desirability or possibility of changing human nature.

1. What changes in human nature are desirable?

2. From what sources may we derive standards for changing human nature?

3. Will human nature respond to unlimited development?

4. Is emotional re-education desirable or necessary as a prerequisite for the establishment of more ideal human relations?

5. Can pugnacity be sublimated into some desirable type of activity?

6. How may we maintain a proper balance between those impulses which are creative and constructive and those which are possessive and frequently lead to destructive types of activity?

III. The characteristic laws of group behavior can be used advantageously in building more desirable international relations. A given group may be found operating upon one or more of the following levels: on the basis of an instinctive or emotional need, upon the level of self-interests, or upon the level of conscious ideals or purposes. In a crisis all groups tend to revert to the first level.

1. To what degree is stability in the social system desirable?

2. In what respects is imitation as an instrument in social life basic to all higher types of social coordination?

3. Is sympathy essentially a conservative agent in society or is it also an agent of progress?

4. What use can we make of the conception of the group mind?

5. Group conflicts in modern times are becoming conflicts of ideas rather than of people. What is the significance of this trend for those who are seeking social control in international relations?

6. What is the contribution of purposive psychology to the social problems involved in international relations?

IV. Certain types of behavior, such as those involved in war and racial prejudice, offer strong opposition to any program which aims at the reconstruction of human relationships.

1. What are the possibilities, psychologically, of outlawing war?

2. Can satisfactory substitutes or equivalents be provided for war activities?

3. What are the possibilities of, and the processes involved in, shifting the national mind-set from war to peace activities?

4. Has any satisfactory solution to the war problem ever been proposed?

5. Are all races of people equally susceptible to racial prejudice?

6. In what ways may we render less potent the physiological bases of race hatred?

7. How much of a racial prejudice is really traceable to other sources, such as the economic, political, and religious?

8. Has experimental psychology made any significant contributions to the solution of the problem of racial prejudice?

V. The creation of an international consciousness can be accomplished upon the basis of a satisfactory solution of the problems suggested in the four preceding postulates. By the term international consciousness is meant a definite and practical outlook upon the life of the world; the ability to see and to feel common interests among all peoples, without in the least denying or underestimating the fundamental differences which exist among peoples.

1. From the viewpoint of psychology, which conception is more desirable, the international consciousness as defined in this postulate or cosmopolitanism?

2. Can an international consciousness be created and at the same time maintain a properly developed national consciousness or patriotism?

3. Can we develop and direct same propaganda effectively in the creation of an international consciousness?

4. To what extent may we expect nations to observe standards of behavior comparable to those set for high grade individuals?

5. Does it seem necessary that we analyze peace behavior into its activities before we attempt to produce these specifics in the behavior of others?

6. What can the average individual do toward the creation of an international consciousness?

## THE TEACHERS IN CHINA, THEIR TRAINING AND STATUS

MR. RONALD Y. S. CHENG OF CENTRAL CHINA

(Summary of paper)

Professor Almack of Stanford has well called this the era of the teacher. At first I hesitate to reveal the backwardness of my own country in comparison with your progressive countries, but shall do so for the sake of truth and remedies. Today there is a bright picture of Chinese education in general. In spite of constant political disturbances our school population has grown a thousand times larger than in 1902, the beginning of the modern education system.

In order to understand our peculiar situation we will regard the teacher from a historical perspective. The Chinese teacher has always held a supreme position of honor and love in society. Classical writings often mention the king and the teacher together, as of equal rank. Confucius himself is representative of the true teacher. It was he who gave us the ideal of internationalism and human brotherhood. This ideal is expressed today in most rural homes, as in my own, on the altar: "Heaven, Earth, Sovereignty, Parents, Teacher"—these are the five objects of worship and devotion.

Following Confucius, most of the educational enterprises thru the ages were conducted by private initiative. The professionalization of Chinese teachers is not yet 35 years old.

1. The naive stage (1897-1902). The first normal institute and Peking National University were opened during this period. The first teachers were graduates of missionary schools in China, scholars who had gained knowledge thru translated books, foreign scholars, and students returned from abroad.

2. The Transitional stage (1912-1922). After the overthrow of the old Manchu Dynasty and the birth of the new republic in 1912 there were many educational changes, chief among which was the change in standards for girls. The first girls' normal schools were established. In 1916-17 there were 195 normal schools with 25,000 student teachers.

3. Stage of Nationalism (1925—). Dr. Sun Yat Sen decreed that the Chinese should develop their own educational system, *without copying that of other countries*. With this came a new educational outlook. The National Association for the Advancement of Education was organized. The First National Educational Conference convened in 1928.

The period of compulsory education for children in China is only four years. At a conservative estimate China has a population of 400,000,000, with 80,000,000 children of school age. Suppose we take only 50% of these for the four-year compulsory education, we want teachers for 40,000,000 children. At present only about 7,000,000 are in school.

At the 1930 conference a 20-year plan for compulsory education and teacher training was adopted; also a plan for adult education. The compulsory education plan will be well on its way to consummation within five years.

The status of the teacher in China today is not what it once was. He is now a government employee with meagre pay, heavy work, with long hours and insecurity of tenure. In our country, as in yours, the rural elementary schools suffer most. Salaries range from \$10 to \$90 per month—a schedule less inadequate when considered in relation to the purchasing power of the dollar in China.

We believe in spiritual and moral force, but not in military force. We are teaching our young how to preserve the best of our culture and to learn the best of western civilization in the hope that we may be able to contribute our quota in the building of a new world. Our nationalist movement is nothing but a struggle for human right and international justice.

## Department of Social Adjustment

Chairman, Selma M. Borchardt, Washington, D. C.

International Chairman, *Program of Committee on Commercial Education*, Dr. Frances Moon Butts, McKinley High School, Washington, D. C.

## *APPROACHES TO BUSINESS EDUCATION*

EDWARD J. MC NAMARA, PRINCIPAL, HIGH SCHOOL OF COMMERCE,  
NEW YORK

**I**N STUDYING the social approach to business education it is necessary to keep in mind the way in which business education contributes to the welfare of society. The student who comes from high school with an antisocial point of view, with a feeling of antagonism against the present order of things or with an inability to get along with others has missed the most important element in his education. It is necessary to secure as one result of education a social mindedness on the part of pupils and business education accomplishes this.

One of the aims of education in the present day is social efficiency. This means that young people must be prepared not only for citizenship but for life as a member of a family, a club, a vocation or a church. It does not indicate that all should be turned out in the same mold or that education should be standardized. It is only when individual powers are developed that we get the greatest social efficiency. Social efficiency has been contributed to by the schools in two ways. The curriculum has become a socializing agency and the methods used in teaching business subjects have contributed their share.

In a world in which the dominant problems are those dealing with economics and business, business education offers an understanding or environment and a power to function that is denied to those who do not have the opportunity of enrolling in a business course.

Business education is rapidly being considered our present-day liberal education. The subjects in our curriculum such as salesmanship, advertising, business law, etc., are all rich in social significance.

The methods of teaching used in modern business schools are such that they bring out the interdependence of one worker to another. Business education is one of our most potent agencies for developing social efficiency.

### *AN APPROACH TO A PHILOSOPHY OF BUSINESS*

LEE GALLOWAY, VICE-PRESIDENT, ALEXANDER HAMILTON INSTITUTE AND  
MEMBER UNITED STATES CHAMBER OF COMMERCE

Philosophy is a rationalized guess aimed at an explanation of anything in terms of its fundamental nature and ultimate objective.

A synthetic age demands that materials, institutions and ideas be first analyzed into their basic elements. It is only thus that phenomena connected with seemingly non-related spheres of activities can be classified and compared intelligently.

Business, if it is to have a place in the field of worthy, intellectual speculation, must possess those fundamental elements that bear directly upon life and its purposes.

An approach to a philosophy of business, therefore, demands that we accept certain postulates which our own social organization has accepted as being fundamentally necessary so far as its institutional life outside the field of economics is concerned. May we assume then that religion demands a basis for spiritual aspiration, that education depends on the open mind and the scientific method; that a government of the people, by the people and for the people must be based on a doctrine of equal opportunity, and a firm belief that security depends upon the effective administration of the law; and finally a sane mind in a healthy body. These are the great central objectives around which the major social institutions of religion, education, government and law, and health preservation have grown and developed. Any new force which would obtain social sanction as an institutional factor must prove its right to this recognition by showing that it performs a social function of institutional magnitude and has raised itself to a position of importance in the cooperative scheme of mankind.

It is perhaps not difficult to show the magnitude and universality of the force which lies in the economic needs of mankind. The importance of the part which the maintenance of life played could not be denied along with race propagation and life protection, the other two members of the trinity of primary human functions. But, for one reason or another, the maintenance of the life function has been neglected comparatively. That is, it has been left more or less to itself with little or no direction from a social point of view. It is not strange, therefore, that the pecuniary system or business through which mankind made its living became an outcast among the social institutional forces—while the functions of "life propagation" and "life protection" were endowed with supernatural attributes. The family became the guardian of Lares and Penates and the rulers of state worked by Divine right. Life was divided, like ancient Gaul, into three parts—the soul, the mind and the body. And because the body appeared to be most closely related to economic necessity, it also became an outcast in the realms of those institutions where systems had been developed to enthrone The Family, The Church, and The State.

Family prestige, spiritual authority and state control looked upon mental and spiritual attributes as superior and more efficient life elements than that furnished by the physical body. The body might depend upon its environment—economic and otherwise—but not so the mind and the spirit. These latter waxed strong and grew in poise and grace by ignoring the physical and devoting themselves to contemplation of abstractions and keeping in touch with the infinite. All this, of course, has important educational bearings, but it is only necessary to mention here that education always follows the course set by the dominant institution of the time and exerts its influence in the direction of that institution's objectives. Thus it was that the still dominant influence in our educational system which emphasizes certain types of "cultural courses" got its start and obtained its vigorous and sturdy development. And now that a new era in our develop-

ing civilization is upon us, with its new urges in the direction of a new dominating institutional force, many people feel that the foundations of society are crumbling. The human race, and America in particular, is finding it necessary to extend the foundations of its institutional structure and accustom itself to an enlarged point of view and a social outlook that brings all the life functions into perspective. A new social influence in the form of an organized system for the direction, development and control of the economic function of mankind has grown up in the form of Business Enterprise. No longer is the function of life maintenance to be left an outcast—an Atlas, but a slave chained to the institutional systems of the State, the Church, or the Army. Life maintenance is something more than physical maintenance. It includes the maintenance of the mind and the spirit as well and business is much more than a pecuniary system by which physical goods and desires are produced and evaluated. Business is concerned with the exchange of commodities of the mind and spirit as well as with "goods of commerce," and with its system of evaluation based on a pecuniary standard, business has contributed an element to social cooperative efficiency and individual welfare second only to the great ethical standard, the Golden Rule itself. It is in this primary sense that business is entitled to be classed as a social service and not because a business man delivers his goods on time for a price. The fundamental nature of business, then, is to render a social service by raising the cooperative effort of society to a high degree of efficiency through its system of pecuniary evaluation of human wants and desires.

The importance of thus analyzing the subject is evident the moment one is challenged to interpret such familiar phenomena as unemployment, profits, industrial depressions, unbalanced production, defective distribution and poverty. Furthermore, it discloses that business, through its relationship to the institution of economics and the function of making a living, rests directly upon one of the primary activities of mankind necessary to human existence. Hence, both in its nature and its service to mankind, business lies directly in line with religion, education, government and all institutional forces for promoting civilization as a proper field for philosophical speculation.

But one might ask, "How does this bear upon a social approach to education?" Simply this,—that business as an operating social institution has become not only the dominating institutional influence, but through the necessities imposed upon its operations due to the very nature of business enterprise itself, business furnishes the most fertile field for the exercise of the learning process. Business policies, business organization, business practices must always be poised for change. It is the only social system which dares not become set in form, practice or prejudice or become institutionalized. Business enterprise would commit suicide if it attempted to turn education into a special institutional channel. Adventure, research, scientific method, trained observation, the open mind, tolerance, disciplined



imagination, a fair field and no favors in the belief that truth, like goods, is best tested in the open market, are among the factors which make business the true ally of education. Business recognizes change as the normal state of all life—individual, as well as social. The business "budget" is but a concrete and practical expression of the underlying necessity for meeting these changes by a planned foresight. Where would education as "a novelty developing stream of unique events" find a more congenial environment than in a society dominated by an institution dedicated to the principle of constant adjustment, alert to changes and appreciative of those mental characteristics which disclose a high degree of judgment.

### *EDUCATION FOR BUSINESS, ITS SOCIAL AIMS AND RELATIONSHIPS IN THE GENERAL PROGRAM OF EDUCATION*

IRVING R. GARETT, DIRECTOR COMMERCIAL EDUCATION, CINCINNATI PUBLIC SCHOOLS

(Abstract of paper)

All regularly organized programs in education must be recognized as institutions created and maintained to serve society. This is especially true in Education for Business, because the kind and quality of a business man's thinking is society's chief asset.

In a democratic society organized education must be based on at least two fundamental principles: An equal opportunity for all, and freedom of choice, based on the philosophy that all things within the range of human capacity are useful, and that education may enrich them all, remembering too that all study is educational and that utility does not lessen its value.

Education for Business may be defined as the process of training the normal youth who pursues it, with such knowledge, power, and skill as he can reasonably be expected to find useful in his immediate endeavor to earn a living in a recognized business activity. In the schools of today, where this training is offered, education for business must share with general education the responsibility of determining the place and the efficiency of the individual in society. In our modern schools both forms of education may and should be pursued at the same time. The one ideal or objective should be training for efficient citizenship.

Education for Business is specific or separate only as it excludes the other forms of education. This means training only in one or more of the skills of routine office service. This type of learning still exists in some places and in some schools. Its aim is strictly vocational and its defense is justified only under stress of economic conditions affecting the pupil or that the pupil has previously had a more general training and is already in possession of a general education.

The scheme of the curriculum must take account of the adaptation of studies to the needs of the existing community life; it must select with inten-

tion of improving the life we live in common so that the future will be better than the past. The curriculum must be planned with reference to placing proper emphasis on the essentials and the refinements. The things which are socially most fundamental, that is, which have to do with the experiences in which the widest groups share, are the essentials. The things which represent the needs of specialized groups and technical pursuits are secondary.

The course of study should provide the materials which are necessary to the realization of those ideals, attitudes, interests, kinds of skill, and attributes of character which we set before us as the aim of education.

The study of the nature and origin of the subject matter of education has shown that a very great variety of material is available for present use in such remaking of experience as will offer at least a moderate amount of satisfaction to the needs of today. The general character of this material is such as to suggest that it may be used for the purpose of making the oncoming generation what those of the past have been, and more. If not, the schools have failed; failed in the use of funds intrusted to them, and failed in their service to the child.

## JAPAN

INABA KIKOROKA, TOKIO

It is known that Japan is an old country, yet it is also known that she is a new country. An old country has many traditional ideas of its own and for a country to be new it means that these traditional ideas are undergoing changes into new forms. If it is necessary for a country to abandon its old traditions in order to receive new cultures from other countries, Japan today cannot be said an old country. What then is meant when we say Japan is an old and new country at the same time? There are many who criticise and lament that Japan today is losing Japan of old, entirely from existence by the introduction of European and American culture and civilization in its material form. It is a clear and plain logic that for a country to receive things new it must somehow remodel the old, and if Japan just entirely gives up the old in order to acquire the new, we might have lost sight of historical Japan of old and its gradual development. However, I am happy to observe the fact Japan is constantly changing into newer country but at the same time it is retaining in its entirety the spirit of old Japan. The question before us, is therefore, what are the underlying influences that enable Japan to keep on growing and developing by adopting new things from other countries yet retaining her own things of old. There are many phases and explanations to be had on this question but I have sufficient time this morning only to express my own views very briefly.

The Japanese people possess, it is conceded, a certain degree of power of intuition. They are endowed with artistic genius and biological as well as psychological ingenuity; it is intuitional ability to grasp a thing even when the theory is not clearly understood. Such is predominant characteristic shown all through the artistic life of the nation. In the political, economical

and educational systems as well as scientific and mechanical fields Japan has shown the power of intuition by importing the learnings of the western world and adopting these in perfect harmony along with the civilization of the old Japan. The history proves my views. As old as some thousand odd years ago Japan had borrowed Confucianism from China and by assimilating the doctrine adopted it into the foundation of ethics of the nation, not to speak of governmental systems and cultures; likewise, introduction of Buddhism and its subsequent conversion to fit into the Japanese mind and environment; the same can be said of the Christianity. Broad-mindedness to receive and adopt cultures, systems and ideas of other countries is a national trait peculiar to Japan. It is, therefore, not surprising that Japan has made such a great stride and progress during the last sixty odd years by introducing and assimilating the modern European and American cultures. Aside from these characteristics we Japanese can sit down and enjoy American dishes, French delicacies and Chinese cooking and we feel quite at home. We consider ourselves one of the most internationally inclined nations. Such state of mind is none other than a true expression of friendly feelings the Japanese people entertain in their hearts toward other peoples of the world. Along with adaptability and abilities to imitate, assimilate and contrive, the Japanese are considered to be a gentle and graceful people; painting, sculpture and other work of fine arts of Japan symbolize these last mentioned qualities. In Japanese language, one finds few vocabulary denoting cruelty, indeed I have but one or two adjectives at my command to add to the meaning of the word cruel. It follows, therefore, imaginable conflict between the old and the new does not often materialize; instead, while they are rubbing each others elbow a gentle and amicable solution is reached.

Autocracy is autocracy anywhere at any time, but in its actual operation and true meaning there are differences among forms of autocracy. The autocracy as practised in Japan is not founded on militaristic power nor at least force of arms is not of prime importance. The Imperial House of Japan is not, has never been and will never be occupied by any one other than true descendant of the Imperial Family, which, from the time even before the history, has kept up its one and straight lineage without a single break at any time during a period of over 2500 years. Imperial House is indeed the center of the nation and religiously revered by the entire race. There is no incident in history that shows the Emperor has ever crossed swords with his subjects in order to assert his Imperial Sovereignty. The Imperial House had at any time no castle to defend itself against the enemy, in fact, no defending walls nor large army of guards were ever built or maintained to secure the Majesty; citizens as the children, Mikado as father, conflict is out of question and the peace always prevails between them. If there were warfares in Japan, and they were fairly numerous at times in old Japan, they were among his subjects fighting for positions to better serve the Imperial House. A man has his own family name, principally to distinguish one family from the others, but within the family such name is superfluous; you do not address your father by his name and he does not address you,

his children, by your family name. The Emperor of Japan had at any time no family name and it was not necessary to have one, because his Majesty and his ancestors were always an object of the most sacred reverence and distinguishment from others and line was clear and definite. The Emperor of Japan is not an Emperor because of his personal qualifications as to the matters of power, knowledge and intelligence, but because of his lineage unbroken through all ages and as such the traditional ruler of the race. Some people may call this a blind obedience, but with the Japanese people it is with a complete and thorough understanding—so-called national conscience—that his Majesty is regarded as the father, lovable and gentle, of a large family. What chance will a doctrine like Communism have in a country like this? Confucianism, Buddhism and Christianity each had its difficulty when first introduced to Japan, but in a very short period of time these teachings were accepted into the foundation of the national life of Japan only because these teachings were in accord with the spirits of love, mutual understanding and sympathy as existed then between the Imperial House and the mass. Take the case of Democracy. A doctrine proclaiming increased power of people and public opinion, as the Democracy maintains, will not be tolerated even for a short period of time in a country with the usual form of Autocratic Government, yet in Japan, Democratic ideas are deeply transplanted and modern tendencies of the people are getting more and more Democratic, but this Democracy in Japan did not have to be forced upon the people by law nor by militaristic power. It was accepted without any reservation and assimilated and it is there in Japan to stay.

## **Department of Rural Life and Rural Education**

**Chairman, W. Lloyd Pierce, Llanfaircaereinion School, Wales.**

**Vice Chairman, P. de Vuyst, Minister of Agriculture, Brussels, Belgium.**

## THE PROBLEM OF CENTRALISATION IN SCOTTISH RURAL EDUCATION

BENJAMIN SKINNER, M. A., FORMER PRESIDENT, EDUCATIONAL INSTITUTE  
OF SCOTLAND

THE PURPOSE of this paper is in the most summary way to consider how provision for rural education can be improved and at the same time whether a policy of Centralisation is likely or not to offer a satisfactory solution of this pressing problem. We in Scotland have been accustomed to assert that the national birthright of every Scottish boy and girl of good ability includes an indefensible claim of access to the highest educational opportunities which the country has to give. "Stands Scotland where it did?" If not, can it regain its enviable position?

Every Scottish child must by law attend school, or receive a suitable education elsewhere, from his fifth to his fourteenth birthday. Normally, what is called Primary Education includes three stages, Infant stage for ages 5 and 6; Junior for ages 7, 8, 9; Senior for pupils of 10 and 11. About the age of 12 pupils of average ability pass by internal or external examination into what may be called Post-Qualifying courses. Some would like that all Post-Qualifying education could be called Secondary, but until the legal age for leaving school is raised to 15—a proposal to do so was defeated in Parliament in 1931—differentiation must continue and for each "qualified" pupil a choice must be made. Pupils who are to leave school on attaining the age of 14 follow a course leading to the Day School Certificate (Lower). Their subjects of study are English; some form of Mathematics; experimental Science usually combined with school gardening; Benchwork for boys, Domestic subjects for girls; Drawing with Music and Physical Exercises. Owing to various causes many pupils qualify late and may therefore be for much less than two years in such a Post-Qualifying course. Pupils who can afford, or who elect, to continue their education for three years are in a position to follow a better-balanced, more educative and more complete course where such exists. All of them study English; Mathematics, which includes Geometry, Algebra, Arithmetic; Experimental Science; Art. The great majority also study one or two foreign languages, chiefly French and/or Latin. Those who do not take a foreign language have time for additional practical work e.g. Science, Gardening, Benchwork. All alike take Recreative Subjects, and at the end of a three years course are eligible for the award of the official Day School Certificate (Higher). Or they may continue at school and study for the Group Leaving Certificate. Such pupils may for our present purpose be left out of account as only a small proportion of Rural Schools provide Leaving Certificate Courses.

An important point to note is that pupils of school age—5 to 14—cannot legally be called on to travel more than three miles to school. If an Education Committee decides that pupils attend a central school at a distance, the expense of daily travel must be provided or suitable lodgings must be available free of cost to the pupil.

Every Education Committee must satisfy the Scottish Education Department that it has made suitable and adequate provision of facilities for higher education in its area. These facilities must include accommodation, equipment and staff for all the usual subjects, with special regard to practical subjects such as Experimental Science, Domestic Subjects, Benchwork, School Gardening. More particularly since the Great War, the expense entailed in providing modern equipment and well-qualified teachers is very considerable. There is therefore great temptation to try to discharge responsibility by centralising Post-Qualifying instruction as much as possible. As an attraction, Education Authorities supply for transferred pupils means of transport. *e.g.* bicycles or motor 'buses specially hired, or they provide free tickets by train or 'bus, and, where necessary, award Bursaries, which would more correctly be called Grants-in-Aid, to help to defray extra outlays, such as luncheons, books and even clothing. Additional incentives to attend centres are offered in the way of specialist teachers for each subject or group of subjects, well-equipped laboratories, art-rooms, gymnasias, playing-fields. There is no uniform policy among Scottish Education Committees in the matter of Centralisation. Some counties have on paper a policy of almost complete centralisation. In these areas expensive buildings and lavish equipment have been provided or are proposed. Every inducement is offered to make pupils enrol at a central school. This policy has however produced at least one unexpected though natural result. In practically every Higher Grade or Secondary School—these are the official names for schools providing complete courses of three or five years' duration respectively—the experience of the last decade has clearly demonstrated that there is a very considerable proportion, at least 50% of pupils who should never have been induced, or allowed, to enrol. These pupils have neither the required outlook nor the mental capacity requisite for the successful pursuit of any of the more or less academic curricula usually provided and regarded as most popular in the central school.

Let it be granted at once that theoretically and in certain circumstances a strong case can be made for the policy of centralisation. The larger school building is much more likely to be of modern type, and with its pertinents, is more likely to be kept in a decent state of repair. The sanitary arrangements will be such as to support, not detract from, the efforts of the teachers to produce a healthy sentiment among the pupils, and therefore in the community, in favour of decent living. Equipment in the way of rooms for several kinds of practical work, aids to the study of Art and Music, playing fields and other desirable features of a school that is to prepare for community and social life are likely to be more readily afforded for the larger centre. In the second place it is hardly reasonable or even practicable to expect that Post-Qualifying education can be efficiently carried on in a two-teacher school. (It is manifestly impossible in a one-teacher school.) In such cases several Scottish authorities arrange for pupils to be transferred to one or more neighbouring schools as soon as they are able to walk or cycle the

longer distance. So long as the transferred pupils can reside at their own homes and precautions are taken to see that their material comforts are secured, for example in the way of a mid-day meal and reasonable protection from the effects of bad weather, such a minimum degree of centralisation may be tolerated. In these small schools and even in larger schools a strong case for centralization can be established in regard to pupils who are definitely intended to continue their studies after the compulsory age for leaving school. With the consent of their parents and the provision of the necessary means for securing their comfort in travelling, maintenance and so on, such pupils may profitably be transferred at an earlier age even than twelve.

### *THE PLACE OF THE ONE-TEACHER SCHOOL IN THE UNITED STATES*

M. M. GUHIN, DEAN, TEACHERS' COLLEGE, ABERDEEN, SOUTH DAKOTA

Under present economic conditions in most farm states, consolidation of rural schools is not a pertinent question and will not be for years to come. Advocacy of consolidation in most agricultural communities at this time would raise the question of the sanity of the advocate. In recent years there has been an actual loss on consolidation in that several farm communities have withdrawn from consolidated districts and re-established one-teacher schools. In view of the fact that there are about 150,000 one-teacher schools in America, and that there is no prospect that the number will be materially reduced while the children now in the grades in these schools are completing their grade work, nor in most cases the next generation of grade children, it would seem that those interested in education should help rather than hinder the work of this institution—the only institution provided, for the education of the majority of farm children.

Consolidation, alone, is no assurance that rural education will be improved. As state director of rural education, I inspected some consolidated schools, housed in expensive buildings, in which the work done did not compare with the work I saw in one-teacher schools. America is too prone to solve its problems by using *words*; a certain "system" is advocated as a miraculous panacea; a "law" will eliminate all evil; a "method" will cure all the inefficiencies in instruction! The success of a school is not measured in terms of the form in which the district is organized nor the name by which the school is known. The most vital factor in any school is a teacher with strong personality who knows the subjects she is teaching and how to teach them, and who considers citizenship training the big objective of the school. A teacher with initiative, resourcefulness, forceful personality, organizing ability, inspirational power, tact and an insatiable longing to mould the lives of children into nobler manhood and womanhood will have a good school, whether it be in a little one-room building on South Dakota prairies, or in the centre of New York City. Moreover, there are certain inherent strengths in the one-teacher school which make it possible to have a *better* school in the former



The American Federation of Labor insists, too, that public education must be maintained at any cost. The public schools and universities must continue to go forward in the performance of their great task. They must be brought to higher and higher levels. The national interest demands it.

You will hear the cry, "Where will the money come from?"

Let the reply be this, that where tax returns are insufficient, bond issues should make up the deficiency.

We have mortgaged ourselves to pay the costs of war, in which destruction is the major activity. Why can we not then agree to do the same thing for education, which is constructive and beneficial in all its elements

And when I speak of maintaining and improving educational standards, I mean salaries of teachers as well as the other factors in education.

The American Federation of Labor has a well-defined right to express itself on the subject of public education. It is no new convert to the public schools. Organized labor has always stood for

More and better schools,

More and better teachers,

More and better education for all the people.

\* \* \*

"A hundred years ago this month the workingmen's organizations of New York met in the largest hall they could find and demanded free education for the public. The National Labor Union in 1866 advocated free education. The Knights of Labor in the preamble of their original constitution demanded not only compulsory education between the ages of seven and eighteen, but also demanded even in that era free text books for all students in public schools.

"The original platform of the American Federation of Labor adopted in 1881 called for compulsory education

"More recently the American Federation of Labor has led the way in recommending the day and night vocational schools and continuation schools, and I think one of the best statements I know as to the place and function of education in democracy is that contained in the reconstruction program of the American Federation of Labor in 1919. They say:

'It is impossible to estimate the influence of education upon the world's civilization. Education must not stifle thought and inquiry, but must awaken the mind concerning the application of natural laws and to a conception of independence and progress. Education must not be for the few but for all of the people. The welfare of the republic demands that public education shall be elevated to the highest degree possible.'

"I think that is one of the best things that any American group has ever said about education."

At the moment when we talk of and hope for a new world order in which mankind may find opportunities for better and happier lives, shall we forget that the concept of the good life is a development of education, of

increased knowledge and improved reassuring powers that follow a wider acquaintance with men and things.

Whatever others may do in this respect, the American Federation of Labor will not forget. As it spoke at the close of the World War in 1919, so it speaks today: "The welfare of the republic demands that public education shall be elevated to the highest degree possible." In that respect our colors are nailed to the mast.

What is it that the new world order must hold for the common man if life is to be as good and as bright and as happy as it ought to be?

There must be labor for all. There must be that thing we call "work" for every one. There must be a condition in which all who desire may find opportunity for useful, constructive, creative activity. That is as essential to the life of man as the very bread he eats.

A solution must be found for the problem of unemployment. A revival of normal business prosperity is not sufficient. Technological unemployment—the replacement of men by machines—has progressed to the point where we have with us a condition of chronic unemployment even in so-called "good times." The productive capacity of men, operating through machines, has grown tremendously.

In some of our industries the per capita production has increased many hundred per cent in the last ten or twelve years.

In 1929, our statisticians tell us, our manufacturing plants produced 42% more than they did in 1919, yet the number of workers employed was 546,000 less in 1929 than in 1919.

In 1926 our railroads handled more business than they did in 1919, yet they employed over 250,000 fewer workers.

That, in a brief way, illustrates part of the problem.

\* \* \*

Unemployment for great numbers of our citizens and insufficient wages for those who are employed. That's the problem we are confronted with, even under so-called normal conditions.

Is the machine a monstrous Frankenstein which is beyond our control? Shall we perish in want and misery because we have discovered the means of producing plenty? Is science a snare and invention a delusion? Surely not!

The machine is not the master. It is the slave. It is not a power in itself. It is simply a tool for man to do with as he wills.

The owners and managers of industrial and commercial enterprises have failed to put the tool to proper use. Instead of operating the machine so that the increase in production which it brings will flow out into the community to be consumed by the people, it is used in such manner as to create unemployment, and thus to reduce the purchasing power of the people, thereby creating a condition which they brazenly (or shall I say ignorantly) call over-production.

Then factory and shop are closed—or wages reduced—and underconsumption accentuated as an alleged means of dealing with over-production.

Every sane person knows this to be ridiculous, of course. Yet it is the present course of industry and commerce.

The American Federation of Labor insists that the problem *can* and *should* be solved by doing certain things necessary to increase the purchasing power of the masses of the people. *The work week must be reduced and the work day shortened to the point where employment will be available for all who desire to work.* Wages must be increased to the degree necessary to enable people to purchase and consume that which they produce. *There is no other way.*

Under competitive conditions, this can only be accomplished through the cooperation of all factors in industry and commerce. The stabilizing influence of the trade unions is essential. The management of a single large industrial plant can demoralize an entire industry by cutting wages to the point where he can, through lower production costs, undersell his competitors. The sole preventive in that sort of a case is a well-organized trade union of the workers, which is the only force capable of preventing such a calamity. *I repeat, there is no other way.*

### THE MESSAGE FROM IRAQ

BY M. F. JAMALI

From Iraq, the land of ancient Babylonia and Assyria, the land of the Arabian Nights and the Caliphs of Baghdad, I bring you greetings and best wishes that you may carry to your respective countries and bring to a realization the ideals and inspiration which you gathered from this conference.

I am glad to be able to say that since I spoke at a similar meeting at the last session of this conference at Geneva my country has been steadily increasing its international relationships and Iraq today as never before is looking for cooperation with the rest of the world, that cooperation which is based on mutual friendship and square dealing. It is now hoped that Iraq shall be able to join the League of Nations next year, in which time she will be able to enjoy far wider contacts with the rest of the world than it does today.

Our modern educational system which was created after the World War has been steadily developing and in spite of the great economic difficulties which we are sharing with the rest of the world, our educational budget is kept steadily rising. At present the ministry of education has provided free universal primary and elementary education for boys practically in all the settled areas. There is one complete high school in each of our larger cities and one junior high school in each central town. The number of schools for girls is steadily increasing and at present there is more demand on the part of the people for girls' schools than there are teachers to supply this demand.

Evening schools for the liquidation of the illiteracy of the adults are open in all the large centres of the country. The fact that about one-third of our population consists of Bedouin tribes who are not supplied with schools, as

vet, keeps the percentage of our illiteracy rather high. But even these Bedouin tribes, according to an inquiry which is being carried on by this speaker, are very sensitive to the modern changes in the world situation of today, and some of them are quite eager to have schools started for them. As a matter of fact some of the Bedouin sheiks have already sent their sons to city schools.

The ministry of education is continuing the policy of sending the well qualified students for study abroad every year. Some of these students have already returned from England, America, France, Switzerland, and the American University of Beirut, specializing in the various aspects of medicine, agriculture, engineering, economics, and the art of teaching. The latest news I received from home is that the number of students to be sent abroad this year is a great increase over the number of the preceding years. This number is usually more than duplicated by the well-to-do parents who send their sons to study abroad on their own account. For the first time in the history of the country girls are being sent to study abroad. This is a great step forward if you remember that our women were not given the opportunity to study before.

The Child Welfare Association under the auspices of Her Majesty the Queen of Iraq is doing a great service to the children of the country in the line of health and physical development.

His Majesty King Faisal of Iraq is himself particularly interested in the education development of the country, and he is anxious to have the best methods and curricula adapted to the needs of Iraq.

In spite of all these developments we realize the difficulty of the task before us. The perennial problem of adapting the curricula to the social, economic and cultural needs of the country which engages the minds of all the educators of the world is by no means solved with us. The problem of improving rural life after the irrigation and distribution of the lands of Iraq among the Bedouin tribes is a great challenge to our educational system. These problems and the great obstacles of overcoming the stereotyped social institutions and methods of the passing generation, make us more than ever look towards other nations to learn from their experience and technique. In short, I must repeat again that my country today as never before realizes the importance of international peace and cooperation. At last permit me to end with the expressive Arabic greeting: May the peace and blessing of Allah be with you!

## Department of Parent, Teacher, Home and School

Chairman, Mrs. A. H. Reeve, 124 West Highland Avenue, Chestnut Hill, Philadelphia, Pennsylvania.

Secretary, Mlle. Marie Butts, International Bureau of Education, 44 Rue des Maraichers, Geneva, Switzerland.

## HOME AND SCHOOL

### *COOPERATION ON A BASIS OF COMMON OBJECTIVES*

ADDRESS OF CHAIRMAN MRS. A. H. REEVE

FOR many years the contacts between home and school have been primarily upon the grounds of the material needs of the educational system in the way of equipment and supplies and the physical needs of the pupils as the outcome of the introduction of the school health instruction, with its resultant discovery of bodily defects. In the forty countries in which correspondence has shown the Home and School movement to be active or nascent, these two steps are in evidence, and they are not to be ignored in the march of progress, for they are fundamental to the entire program, good environment and physical soundness being essential to complete mental health and satisfactory social adjustment. On the other hand, their limitations should be recognized, for the mental and spiritual requirements of the child are not met by provision for his bodily well-being alone. Mental health, like physical soundness, is a condition, not an emergency, and can be assured only when *all* the agencies affecting the individual, be it child or adult, are working in harmony in all his environments.

A third field, of paramount importance in a program of cooperation on a basis of common objectives is that of the social adjustment of the child to his four relationships—family, school, community and inter-racial. While physical, mental and social development seem to follow in logical sequence, we find as we reach the last that, like the hoop snake which is said to take his tail in his mouth and roll along instead of crawling, we have made a circle, vicious or beneficent as the case may be. Health affects mental disposition, which in turn controls social adjustment; fear, unhappiness, jealousy, misunderstandings, check digestion, cause malnutrition and produce the "behavioristic" child who is unable to adjust to home or school.

Again the circle widens. In all countries, but perhaps especially in the New World, arises more and more insistently the question of world relationships, and education is being called upon to bring about international understanding and friendship. In this home and school movement which brings together the major factors in the training and instruction of youth, may be found one of the most effective means for encouraging this friendship, which is the only sure foundation for lasting peace on the earth. Children are naturally devoid of race prejudice; it is from what adults give them through home conversation, books and the cinema that they acquire consciousness of the differences which separate. The praiseworthy efforts of organizations which have as a dominant feature of their programs the establishment of friendly relations between the boys and girls of all nations must first surmount the barriers of intolerance and antagonism set up by home and school. International relations should be a part of the program of national and local groups of parents and of teachers, as well as of all other organizations concerned with the welfare of children. Action should be

taken by this section, in cooperation with the Preschool Section and with the International Federation of Home and School, to this end. The fact that these groups, together with others closely identified with the training of youth, such as the Junior Red Cross, are members of the Liaison Committee of Major International Associations should greatly facilitate such action.

The International Federation of Home and School, which is responsible for the conduct of this section has as its objects: "To bring together for conference and cooperation all those agencies which concern themselves with the care and training of children in home, school and community, and with the education of adults to meet these responsibilities." It is upon the consideration of the Home and School or Parent-Teacher Association, or similar group, as a channel for such united action that Section I of the World Federation centers its program. It is encouraging to note to what extent this object is being attained in the brief international life of the movement. National and Provincial Federations of Home and School, National and State Congresses of Parents and Teachers, Government Departments and Offices of Agriculture and of Education, international and national Education Associations, mental and social hygienists, health agencies, the Library association, the safety council, the International Red Cross, child study and parent education groups and organizations of youth, are represented here today.

We should spend this brief opportunity in profiting from concrete experience, in order that in the coming biennial period we may be able to demonstrate the value of this undertaking as a working machine through which the force of diversified but united public opinion may be brought to bear upon the vital problems of child welfare. Let us begin, then, with the conception of the home and school movement, not as an end, but as a means to an end—a vast machine to gather the many threads of these contributing agencies and weave them into the warp and woof of child life. With this in view, the activities of these associations, be they of parents, of teachers, or of both together, should be planned with the same degree of thoughtful intelligence which should go to the making of a school curriculum. The principles of an international movement such as this must be adaptable to all systems of education, all conditions of family and community life, while its national and its local development must be fitted closely to individual situations. Proof of the flexibility as well as of the fundamental soundness of this comparatively recent factor in education is its success under widely varying conditions, given a sound basis of organization and administration.

In the older nations of Europe and Asia, where free state schools are of comparatively late establishment, a sharp line is drawn between home and school, and the Parents' Associations, without the modifying influence of the teachers, often take action which is rightly resented by the school authorities, and which would be avoided if the teachers were present, not

as observers but as fellow members, to discuss the causes of misunderstanding. The fact that the Home and School or Parent-Teacher Association is really a great school for parents is not yet fully recognized by most educators. Even in the United States and Canada, where the work has passed through years of experience, the cooperation is in too many instances nominal, but the unsoundness of this condition is acknowledged and through the strong national organizations efforts to overcome it are proving generally successful.

Another source of trouble is the failure to set up common objectives. Even where there is no friction or interference, the association, full of zeal, frequently develops its own plans, regardless of the actual needs of the school or the desires of its officials; nor does it sufficiently consider and utilize the services which other well-established agencies are equipped to render.

A fourth reason for failure to achieve the real purpose of this joint undertaking is the formality of the meetings, in which a dull or a completely artificial program demands and receives nothing from the patrons, and offers them only a modicum of so-called entertainment.

An important characteristic of this educational force is its two-fold function, *intensive* and *extensive*. In some instances one, in some, the other, is in operation, but only when both are equally active is the power fully effective. There are examples of the assembling of small groups of parents under a leader, usually a teacher, to discuss problems arising in the home and in the school, as regards the children of one class or age level. This is excellent as far as it goes, but it does not go far enough, for it fails to generate that potent force, public opinion, for the understanding and support of the schools and the amelioration of community conditions. On the other hand, great organizations with elaborate machinery and comprehensive programs are working miracles of civic improvement and educational advancement, but are having little or no effect upon that which is after all most important, the parent or teacher who is the daily, hourly influence upon the life and character of the child. The ultimate goal is the union of these two forms of expression, in every instance, whether in the one-room school or the great institute of learning, so that parents and teachers may meet to consider their common problems as presented by the individual child, and may then turn the knowledge and experience thus acquired into the wider channel of intelligent, well-directed action for community betterment.

The importance of the collaboration of parents and teachers in education has received striking recognition in the United States in the past year, through the creation under the general committee on The School Child, of a committee on the Cooperation of Home and School, in the White House Conference on Child Health and Protection called by President Hoover. With the permission of the White House Conference, your chairman, as chairman of that committee, desires to offer for your consideration some of the findings which are of general application and which bear directly upon



the theme of this section, as demonstrating the need for cooperation upon a basis of common objectives.

*Kindergarten*—Entrance to the nursery school or kindergarten should be a natural transition from home to community experience, and the entire preschool period should be a preparation for it. Preschool contacts of parents with the school should assure a correlation of the home and school programs and an adaptation of home life to the new requirements. The child must be gradually taught self-reliance, especially in personal habits. His family relationships should create in him a friendly attitude toward adults, and in contact with other children he should be trained in adjustment to the group. School should be held before him as a goal to be attained, rather than, as is too often the case, a prospective reformatory. Continuous contact of the parent with the school is essential in the preschool years, so that there may be no break, but only development, as the child's horizon widens. The home is the first school, and should be recognized as such, and parents must be trained, since they are inevitably the first and the only continuous teachers.

The whole problem is two-sided: there are unprogressive parents; there are antiquated schools. There are bigoted parents who are as great a menace as bigoted school officials. The schools belong to the community, and the community must judge of the efficiency of the work they are doing; but how can one evaluate that of which one does not know the value? Parents need—and in many instances desire—to be kept informed as to the new methods of teaching, grading and promotion. They need help toward better cooperation of the home with the school, and that help must be graded to the experience of the parent, not couched in academic terms for those who have had advanced educational opportunities. Parents need instruction in modern methods of health and physical education and their active cooperation should be required. Like children, parents—who are “but children of a larger growth”—must “learn by doing.” Cooperation that is merely *talked about* is as ineffective as the mere reading of a book in the hope of attaining skill in a sport or craft.

The Parent-Teacher or home and school movement is bringing the family and the home back into the educational system. It is for the school to recognize this fact and to set itself to make the most of this new factor. Through it may come, not only a better understanding of the child and greater success in his development, but also material advantages hitherto slowly and painfully acquired because of the gulf between the professional and therefore too often “superior” educationist and the non-professional parent, suffering often from an inferiority complex on this account and nursing an antagonism based upon it. Every possible means should be used to reach the parents of this and of the closely following generation and to set before them in plain and simple terms their duties and responsibilities. They should be called upon to work with the teachers, who in turn should work with the parents, and not in a world of their own, shut off by a barrier which their erudition and their positions have set up. When this

union is effected—and not until then—the child may make orderly progress from family through school into community and inter-racial relationships, to become that highest product of civilization, a useful citizen of the world.

## L'HYGIENE PAR L'EXAMPLE

MME. YVONNE LIARD, PARIS, FRANCE

L'Hygiène par l'Exemple (Hygiene through Example) is but a small organization when compared with the great movements on this side of the Atlantic. In 1920 the Pasteur Institute began a course of instruction in school hygiene through practice, and the question arose, "Why only at school? Why not also in the home?"

The Health Crusade, with its daily duties as to open windows, daily or frequent baths and teeth brushing, was considered and attempted, but in France many windows do not open! And very many homes have no water supply at all.

"L'Hygiène par l'Exemple" was then organized by a group of influential people, and the Buhl Foundation contributed to it the sum of 1,000,000 francs for its extension especially in the devastated areas. It has now equipped 450 schools with sanitary and hygienic material, and the children attending them, whether they come to school dirty or not, must wash face and hands and brush teeth daily and take a bath at school once a week. Four hundred and fifty schools are not many, it is true, but the movement attempts to equip state (public) schools only. It has already produced such an effect that all *new* schools built by the Government are being supplied with water and washrooms.

In the villages the children keep the school plant clean and in order, but in the cities, cleaners are employed. The resultant cleanliness not only affects the classrooms but carries over into the homes, the children being the instruments of the propaganda. In families where teeth were never brushed, the school child's insistent demand for money to buy a toothbrush has been granted, and the parents now proudly report that each member of the family now possesses an individual toothbrush!

"L'Hygiène par l'Exemple" has also organized Open Air Schools for children living in the old quarters of cities, where often such conditions exist as were reported by a little boy who had been advised to sleep with open windows and who said: "I can't sleep with my windows open, for we haven't any windows." It has been found that the children who attend these schools which are conducted for from 3 to 4 hours daily, are fully able to follow the class work usually demanding a 6-hour day. The children, who too often go to bed late because they have been taken by their parents to the cinema, have a daily nap for one or two hours, and are given gymnastic exercises under medical supervision.

Open air classes are also conducted by this organization. Children who are temporarily below par are taken daily by autobus to the fields or woods,

for their school work, during a period of from 5 to 6 weeks, with highly satisfactory results.

NOTE: *L'Hygiene par l'Exemple* publishes a monthly journal under the same title, which gives interesting accounts of its various activities, and detailed reports of local health work in communities ranging from large cities to the smallest of rural villages.

## PARENT-TEACHER CO-OPERATION

MRS. RODDICE CONSTABLE, ENGLAND

Charlotte Mason, the founder of the P. N. E. U., not only trained teachers on philosophical principles of education but also called upon good, thoughtful parents forty years ago to consider the same principles and consider how they might be worked out in home and school consecutive life.

The three great mental attitudes possible to all normal human beings are:

(1) The recognition of authority. (2) The discernment of truth. (3) Concentration and attention.

She considered that these must become mental habits, founded on inspiring ideas and worked out until they become part of the "unconscious" as well as of the conscious life of the individual. Parents receive the definite help in local branches of the Union, or through its organ the "Parents' Review" in the discussions and papers on the spiritual, mental, physical and moral development of their children, and books on these subjects can be borrowed from the central lending library. Our branches are asked to give lectures on children's health, character training, religious life, school opportunities, etc.

Parents are asked to read personally and in study circles our founder's and other books on child training and psychology.

When children are ready to begin their first lessons an advisory paper is sent to parents of books to be read to them, occupations that they can follow. Then as soon as they are old enough to be definitely occupied at stated times the "Parents' Union School Scheme" begins a consecutive graded education, based on the three great "attitudes of mind" which will be continuous up to school leaving and university examinations (in which our pupils have an excellent record of honours and success).

The parents can share in and participate in all this in several ways.

It may be, and often is, the case, especially with our Dominions overseas, that where no trained teacher is available the *parent* actually conducts the daily work (see Mrs. Brown's pamphlet), but in any case receiving the papers the parents know through which authorities in books, pictures, music, outdoor facts and handicrafts the children are forming their own contacts with life and thus realising that "education is a science of relations." The early character training by the parent should have made recognition of authority not mere slavish "obedience" but the reflection of their own un-

grudging recognition of all to which they themselves owe discipleship, all that in spiritual matters, life, art, literature, science, etc., is greater than themselves—the scale of values which we unconsciously pass on.

The school programme takes the child straight to the “great authority” through the book of literary value, the great picture, the great facts of nature, etc. The test of “authority” is this—is it the source of *living ideas*, the vitamins of the mind, and not of “information” written down to a supposed level of child intelligence, as are many school text books.

The *use* of these opportunities in school and out depends upon the power of discernment of truth, which is helped in a trained *will* to receive, accept, select amongst or reject the *ideas* proffered by the authority.

Once decided the choice of *method* for instruction, narrating single hearing or reading (which trains the third habit, concentration and attention), followed by personal *narration*—i.e. re-telling in which facts, *ideas* gradually appear in ordered sequence.

Parents co-operate continuously throughout the child's schoolroom career, as they are asked to report to the Director when a child is entered in the Parents' Union Correspondence School their own impressions of the child's development, personality, comprehension and health.

Neither the parent nor the teacher is “eliminated” by the “narration” method of dealing with the source of knowledge; discussion, questioning (more often by the pupil than by the parent or teacher) should also follow; but the mind must meet its opportunity *first*, and only be helped as it has itself shown that it needs help *afterwards*. So do we prevent our children as “persons” from using other's intelligence but not their own.

In home schoolroom or in the affiliated schools at the end of each term an examination paper on the term's work is to be dealt with *without* revision, and “Father” is asked to hear the reading, poetry, etc. By paying a small fee the parents can always have their own children's papers examined by the examiners of the P. N. E. U. body, and not merely by the personnel of the school which gives them by comparison (and not by competition for no graded list is published) a real means of judging the standard of their own children's work, not merely in a small class or school but amongst thousands. The books, the pictures, the music, the nature walks, are life interests to be *shared*, and are not regarded as just school subjects. Parents who see such programmes and examinations rejoice that there is no *home work*, but a natural sharing of interests.

## THE SOCIAL ADJUSTMENT OF THE CHILD IN THE WORLD

GEORGES MILSON, DIRECTOR JUNIOR RED CROSS, LEAGUE OF RED CROSS  
SOCIETIES

The Junior Red Cross has been instituted to enable children and young people to participate in the peacetime programme of the Red Cross; that is to say, the improvement of health, the prevention of disease, the mitiga-

tion of suffering. The three principal aims of the Junior Red Cross are: Health, Service and World Understanding. The organization has for the child the great appeal of a crusade against the evil forces of poverty and disease. It affords a powerful outlet for his natural impulses towards heroism and self-sacrifice which can find as full a satisfaction in the realization of humanitarian ideals as in the exaltation of warlike passions.

The Junior Red Cross offers to the child a means of asserting his personality by appealing to his nobler instincts and offering practical means for their expression. He becomes conscious not only of his responsibilities as regards his own health, but as regards the welfare of his school comrades, of his family, his community and, in general ways, of the human race.

From their earliest years, the members of the Junior Red Cross learn to think in a friendly way of the children of other countries to whom they are united by the moral bond of membership in the same organization. This bond becomes closer as they become acquainted with each other through the magazines published by the Junior sections and above all by means of the International School Correspondence.

This correspondence was initiated during the World War when American children sent presents to the children of devastated areas in Europe. The European children answered by sending to America messages of gratitude and friendship. This first contact suggested to the Junior Red Cross leaders the possibility of establishing a regular exchange of correspondence between the children of various countries. International School Correspondence is now organized between the young people of forty-eight countries. It is carried on collectively, not between two pupils but between two groups of Juniors, who exchange letters and more especially portfolios treating subjects of common interest. In addition to their Junior Red Cross activities, the Juniors give information on their school, their studies, their games, their town, their district, the history, geography and life of their country, the great men who have enriched it, current events, etc. The correspondence between two groups often lasts over several years, for the interest grows with the number of exchanges. In this way friendship is developed.

The value of the International School Correspondence has often been discussed in important educational conferences with invariably favourable conclusions.

The especial value of school correspondence is that it establishes a direct contact between the children. Young minds often have the most fanciful notions about beings unknown to them. Their imagination gives the queerest shapes to things they hear talked about by the grown-ups in a mocking or superior way, perhaps even with hostility. But, when they look at a portfolio received from a country which was till now but a pink or green spot on the map and whose inhabitants were less real than the most insignificant character in a fairy tale, they suddenly realize the existence elsewhere of children like themselves, with interests not unlike their own, however different may be their conditions of life. Each new portfolio clears up some

of the false notions which had been unconsciously accumulated. Gradually the children lose the sense of astonishment felt when they first realized that the foreign children go to school as they do, have a family life, celebrate national holidays, wait impatiently for Christmas or are disappointed when some plan for amusement does not succeed. The attitude of both groups becomes perfectly natural. The quaint facts about customs and manners, the differences in mode of life are thrilling to study.

Thus, the interschool correspondence widens the children's horizon. However, it is obvious that a mere exchange of letters and portfolios between school children would not be sufficient to destroy instinctive prejudices and remove all misunderstanding.

The children's letters express the keen interest inspired in them by the country with which they correspond. Japanese children write to Latvian Juniors: "Dear brothers and sisters of Latvia! Your customs and manners are different from ours, I suppose, but in the name of the Junior Red Cross, we are all brothers and sisters, so let us go hand in hand on the road towards World Peace." Canadian Juniors thank their Belgian friends for the album they have just received and close their letter with these words: "You may be sure that we love your country a hundred times more now." Siamese school children writing to Estonian children have given an amusing definition of international understanding: "Being in the tropics, we are brown like chocolate, whereas you, being in the frigid zone, do look like cream. But even then, chocolate and cream, when mixed up, can go together very nicely, and so does our international friendship."

This reciprocal sympathy increases with the number of exchanges of portfolios, developing a remarkably enduring quality. Children leaving school often send their unknown friends charming letters in which they assure them that they will never forget them. Many express the wish one day to make the personal acquaintance of their correspondents and to visit the countries which they have learned to know and love.

In the case of pupils of neighbouring countries, that wish is often satisfied through the exchange of group visits. Various countries offer facilities to Junior sections organizing such travels, thus affording the children the opportunity of seeing the friends to whom they are already bound by the Red Cross and of discovering a new country with their comrades as guides.

### *KOTIKASVATUSYDISTYS THE HOME EDUCATION SOCIETY OF FINLAND*

MRS. IVAH DEERING, AUTHOR AND EDITOR, FINLAND

When danger and poverty are ever before the eyes of a nation's people, there must be an increasing effort toward the enrichment of the soul of man, or the nation dies.

In the small northern country of Finland its people have been quick to face the danger, and earnest in their endeavor to bring to the furthest reaches

tional relationships. Wars have been promoted, revolutions aroused, world havoc wrought by its lack. Stabilized emotions, judgment based on reason, prevention of mental collapse, control of nervous reactions that bring about handicaps of speech or unsocial behavior, more rapid responses to educational stimuli, are results of the newer studies in this field. The possibilities are unlimited both in medical and educational fields and promise much for individuals and nations.

The fundamental purposes of a mental hygiene program for home and school would be to seek (1) to understand the child, (2) to stimulate and guide his emotional and intellectual development, (3) to prevent contact with all home, school and community influences that would deter him in his normal, wholesome, mental growth, (4) to correct such mental disorders as may be within our control by understanding and readjustments.

Realizing that the first and most essential purpose in our program is that of understanding the child, we are seeking through these parent education study groups to stress the value of pre-school training. Since the parent-child relationship during these years determines very largely the attitude of the child in his emotional and social responses, we are also seeking to demonstrate to teachers that school programs are dependent to a very great extent upon the child's preparation for school life, and that indirectly parent education is a factor in determining the success of the school program. Much of the time spent by teachers in making school adjustments is saved when the child has acquired a social outlook, and our kindergarten and primary grade teachers many times join with these pre-school conference groups, in assisting parents to make the child's transition from home to school as easy as possible. The overanxious parent and the overconfident are led to modifying their views.

The need for consistent programs for mental hygiene in home and school is increasingly evident. It has been found that children reflect poor home influences in lack of concentration and interest in school because of worry concerning home conditions; constant noises, radios and family quarrels affect him at school and children also evidence in the home the bad effect of overestimated, tense, nerve-straining *school* methods. A coordination and understanding of these influences must be a part of an effective mental hygiene service to children. Conference groups may mean a sharing of experience that unifies and simplifies efforts of home and school.

Our parent training is directed then toward maintaining such influences as will keep the normal child mentally stimulated and well; to train parents to observe in order to prevent ill health, and to correct maladjustments. Our National Chairman, Dr. George Pratt, of the National Committee on Mental Hygiene, has evolved the following plan for his work:

(1) To stimulate the *interest of parents* in mental hygiene and its implications by addresses in Parent Teacher Associations, by publicity notices in magazines of the state branches and by newspaper articles.

(2) To send to newspapers and State magazines *excerpts and condensed*

statements relating to child behavior and training from specialists in this field; these may be used for three-minute talks in our local meetings; and serve in creating interest and giving challenging information.

(3) A series of articles for the National magazine on mental hygiene with suggested supplementary reading and reviews of books on this subject; these to aid in home reading as well as group study.

(4) To keep a continuing interest, a series of mimeographed news letters will be sent out for the use of mental hygiene study groups and with news of what other groups are doing.

(5) Letters to stimulate state hygiene chairmen according to their needs; one type of letter to those who are trained in mental hygiene, and another type to those who are generally familiar with the subject but who need assistance as lay leaders.

We are thinking of mental hygiene then in terms of the normal child, as well as in terms of the problem child needing corrective devices and care. We are striving for positive mental health, as well as for the cure of mental ill health and abnormality. Our work is preventive and looking toward the child's greatest possible mental development and happiness.

Our studies which do touch on maladjustment deal with such topics as behavior problems, delinquency and nervous breakdowns; realizing however that these are mental illnesses, we discuss them in very general terms, referring the cases to specialists. But we are directing our parents in observation of children, that they may detect symptoms before illness occurs.

We are seeking to remove such community influences as may be overstimulating to the nervous system of the child. Irritating noises, too much recreation of nerve exhausting type, competition, and social standards that require unwholesome participation.

Conferences at state and national conventions give instruction as to methods and procedures in carrying forward programs, as well as the discussion of problems.

Demonstration clinics are frequently a part of our convention programs, showing the procedure in the solution of a mental hygiene problem of childhood.

Many parents with mentally defective children find answers to home problems that are not to be found in books on psychology, nor in the experience of psychiatrists, but are the results of real experience in similar child management of such types, when attending these conference groups.

While the work is new, and our members are only beginning this type of study, the Parent-Teacher Association is the agency which by its non-technical program can translate the valuable data of specialists into the real experiences of parents and teachers, making it available for practical application in every home and school. We are looking forward to the time when we will have a study group in every association.



## MENTAL HEALTH

GEORGE S. JOHNSON, DIRECTOR, COLORADO PSYCHOPATHIC HOSPITAL

It is rather generally intimated that the American home is breaking down. Many educators frankly say that they have had to take over in large measure the work of the home. It is hardly necessary to point out the social factors which have brought this change about—the problem of the divided home, women going into business, industry and the professions in great numbers, the increasing social ramifications of the school system. All of these factors have tended to distract and divert parents from the old-fashioned responsibility of bringing up their children. Further, they have tended to endow the institution of education with an emotional responsibility which it too frequently regards abstractly and not in terms of individual teachers and pupils that make up the system.

As one working in the field of the child guidance clinic, the most important field of endeavor for furthering the aims of mental hygiene lies in the school system. In the treatment of individual problems the emphasis usually will be placed on home relationships, but in promoting an understanding of the movement as a whole, the schools with their opportunity for intimate contact with the large number of children warrant the principal effort. In directing this effort, the teacher himself should receive first attention.

Just as one of the great mental hygiene problems of the home is the mental hygiene of the parents, so in the school system, a considerable problem is that of the mental hygiene of the teacher. There are too many teachers, emotionally repressed or intellectually thwarted in their own youth, whose conflicts find expression in faulty relations with the pupils. When teachers in our school systems understand the principles of mental hygiene and have themselves gotten their own house in order, we will see a tremendous decrease of disciplinary problems in the schools and much more efficient and happy educational progress among the pupils. Much of the teacher's success with pupils will depend upon the thoroughness with which her own housecleaning has been done. If the teacher is still reacting against early unduly severe parental discipline, if she is still trying to adjust to a feeling of inadequacy or struggling with a sense of personal guilt, her job as a teacher will inevitably be poorly done. And, if a teacher is content in her study of human behavior with such diagnoses as badness, laziness, stubbornness, and willfulness, she will need to be far removed both from the superior and the inferior pupils, because if the teacher is not willing to seek out the motivations of laziness, badness, etc., she will not be able to meet many of the all too frequent problems in our school systems. Many teachers feel that their time is so filled with instructing that they cannot study the children as individuals, and in many systems this is unquestionably true, but even in such situations an interest in pupils as human beings, and a careful observation of children's behavior will help a teacher who has already set her own house in order to be a teacher in fact and not in name alone.

With the teacher functioning intelligently the next mental hygiene effort should be directed toward those means of preserving the relationships between home and school, so that when problems do arise they will be treated in a manner that will leave the least unfavorable residual. Among the great steps taken by the school systems to establish and maintain the proper relationships is the visiting teacher, and in some schools the psychiatric social worker or mental hygiene nurse. These intelligent liaison officers, trained in the handling of problem cases have done much to interpret parent to the teacher, teacher to the parent and both parent and teacher to the pupil. Working in conjunction with child guidance clinics, the more serious problems which have developed will be more adequately handled and many early personality distortions will be interrupted in their incipency. Finally through the agency of the wide flung parent-teacher organization, the parents themselves are presented with the advisability of preserving an objective attitude toward behavior if the maximum benefits of the educational system are to be secured.

### MENTAL HYGIENE AND SAFETY

DR. HERBERT J. STACK, NATIONAL SAFETY COUNCIL

The subject of my paper might for want of a better name be called "Why Children Behave Like Human Beings." For it will deal not so much with serious personality difficulties among children but rather with some of the more common mental traits and their effect upon the life of the child, particularly as they affect his safety.

"Why do children get into trouble?" "Why do children do such foolish things?" "What makes a child behave that way?" These are questions parents are asking.

Let us examine some case studies of children that may be representative of types of minds that may lead children into difficulties. For in a study of some of these cases we may find a solution to some of these questions anxious parents are asking.

Mary G. Mary was a pupil in a large elementary school in New York City. She was injured running across 22nd Street against the traffic lights. She was a good student and was ordinarily careful on the streets. When I talked with her at her home what did she say?

"I was worried about mother. Mother has been sick you know and I have been worrying about her all day," she told me.

The child was much under weight and of nervous disposition. The case is typical of the effect of hurry and worry upon the life of a child. Hurry to get to school on time or to run on an errand for mother, worry about affairs at home or at school—all of these and many other conditions may cause a child to react to a street situation in the wrong way. For it takes but little preoccupation, just a fraction of a second of day-dreaming in the dangerous environment in which children may live today to bring disaster.

In just this same way extreme grief or anger may cause a child to do the wrong thing in a hazardous situation. We all know that adults who are emotionally unstable will often do things that may cause accidents.

Let us take the case of Frank. He was injured "hitching" a ride on a truck on 116th St.

"Why do you hitch rides, Frank?" I asked. "Don't you know that it is dangerous?" "Sure I know it is dangerous, but it's the only fun us boys have. It gives us a thrill when we get chased off," he answered.

The old, old story! The love of adventure! What can a youngster living in the crowded streets of our cities do to have a real adventure that will take the place of the richer experiences that we may have had a generation ago on the farm or in forest and mountain. Frank was a normal adventure-loving boy. Just looking at adventure moving pictures at the theatre was not enough for him. Perhaps his home and his community had not provided him with enough real adventures. Scouting might have helped him, for in scouting there are rich experiences for boys. Camping and school club activities might have helped too, for these activities might have provided him with real experiences that are challenging to boys. But Frank didn't have any of these. He got his thrills hitching rides, playing down on the docks on the water front.

We in the schools and the home must be thinking of adventure-loving boys and girls such as Frank. For we need not so much to curb their spirit of adventure as to redirect it into worthwhile channels. For the adventuresome mind is one of the hopes of our civilization. It is typical of the minds of our great thinkers, pioneers and explorers who are willing to sacrifice all to venture into the fields of the unknown. Let us find something really challenging for youngsters like Frank.

It is quite easy to see the effect of fear upon an individual like Mary in a dangerous street situation. Children who are thoroughly frightened at certain dangers are quite as apt to get into trouble as those who are unafraid. There has always been some question as to the place fear should have in the education of the child. At the present time it is generally felt that teaching through fears is undesirable. We in the safety movement would rather have children have a healthy respect for certain dangers of life rather than fears. Parents who frighten their children into doing or not doing something are using a doubtful method.

At the same time parents should be ready to teach children to face certain realities of life. Crossing the street and learning to swim are common realities in life. Children should be taught to face such realities and overcome them. Safety does not imply avoiding all dangers of life. Some dangers are unescapable and we must learn to face them.

We have discussed briefly several types of minds that may be influential in getting children into trouble. We can readily distinguish other types that are common. We can see that the tired child would be more apt to get into an accident in a dangerous street situation. There is a close relationship between fatigue and accidents. Studies that have been conducted tend to

## *THE SOCIAL ADJUSTMENT OF THE CHILD IN CONNECTION WITH THE JUVENILE COURT*

(MRS.) LAURA E. JAMIESON, JUDGE OF THE JUVENILE COURT OF  
BURNABY, B. C., CANADA

Many of the children reported to officers of the Juvenile Court never come to the Court at all. In hundreds of cases each year, the Probation Officer is able, with the help of parents, to effect the slight readjustment needed without the child having to appear in Court. Perhaps a child without a fully developed social sense has begun taking small sums from the family purse, or has injured a neighbor's property. If parental methods have not been sufficient to correct the fault, the Probation Officer can usually make the child see that his acts are anti-social, and likely to lead to anti-social habits. Every child has some social sense, and a trained social worker can almost invariably, in such a case, check the formation of bad habits by making the child realize that he is a unit in a social group, and giving him a desire to act in such a way as will bring the greatest good to that group. It is very necessary, of course, that the influences of the home should be in accord with this social consciousness.

If the home influences are not good, the child is apt to repeat his anti-social acts, and finally has to be brought to Court.

In the Juvenile Court the foremost aim is not as in the higher Criminal Courts, the protection of society; but the reclamation of the child to the path of right conduct. This can be accomplished only by getting him into the right relationship with his whole social environment; in short, by his social readjustment. The first step is to make him recognize that his offence is an anti-social act. No readjustment can be made until the child realizes that he is out of adjustment with normal social life; and that this is the result of his act, or a series of acts.

Once the child faces his offence squarely, admits it, and recognizes it as an anti-social act, the first step in his social readjustment has been taken. But there are many more to follow, depending upon how long the habit of anti-social behaviour has continued, and what are the causes. The next is the removal of the causes, if that is at all possible.

Sometimes delinquency can be traced to a physical defect or infirmity, which has set up a mental conflict, or an "inferiority complex," which in turn results in bad habits of behaviour. If such physical defects can be removed, the process of readjustment will be much easier.

Where mental deficiency or abnormality occurs, other methods must be used. Mentally deficient children placed in competition with normal children feel themselves "misfits" or "unfits," and may develop delinquency as a result. They should be placed in a carefully selected environment, such as special classes, where their special aptitudes are discovered and trained. By this means, in time they may take their place in the world at large, and adjust themselves to it.

The mentally abnormal child can be treated often successfully in a Mental Hygiene Clinic or institution, and in time, according to the degree of abnormality, may become adjusted to the ordinary environment.

To come back to the normal child who has become delinquent. If the cause is found to be partly bad companionship, every effort is used to have him make new and better friends. Sometimes the family is persuaded to move to a new neighborhood, where more desirable associates may be found.

When the causes of bad habits have been removed as far as possible, the child's own will to readjustment and better behaviour must be set to work. Placing the child upon probation is the usual procedure. When he knows that he must report once a week or once a month to the Probation Officer, he is likely to make a greater effort to show a clean sheet of conduct. The Probation Officer takes the opportunity of the reporting for an informal talk, in which he gives encouragement and help. If the child has a hobby, he is encouraged in it; if he has none, he is assisted in finding and developing one.

The Principal of the School, or the child's teacher, is usually willing to help him in forming new and better habits. He may be taken into a club, such as Boy Scouts, Church Clubs, etc.; or some leader in athletics may take him into an athletic group. Social workers in the community, or voluntary workers, may undertake these services; or a friend of the family may lend a hand.

### *THE SOCIAL ADJUSTMENT OF THE CHILD TO COMMUNITY LIFE*

BY W. B. MOONEY, EXECUTIVE SECRETARY, COLORADO EDUCATION ASSOCIATION

The objective which society desires for each individual is that he shall become a self-directed, self-supported member of the community in which he lives; that this self-direction shall be along constructive lines and that he shall gain his means of living in legitimate and constructive activities. In other words, we are seeking to make of the individual a desirable citizen.

There are many theories advocated as a means to bring about this result. In this connection we may direct attention to some of the most prominent of these theories and practices. First, and perhaps the oldest, is what we may term the militaristic theory and method which prescribes a routine of drills and activities to be repeated until they become automatic; second, we have the theory and practice of precepts which is based primarily on the idea that if a person knows what is right he will do what is right; and third, we have the more modern theory that a combination of the militaristic method with the precept procedure is best adapted to bring about the results we are seeking.

The militaristic method works well as long as the individual must adjust himself to a military community, but when the individual moves from the military community to the democratic community, the method too frequently proves to have been a failure. The reason it fails is due to the fact

mercial pattern companies and manufacturing concerns have taken over the ideas and to-day we have much help in clothing the pre-school child.

A number of organizations are now assisting pre-school parents. The Denver Tuberculosis Society is putting on a unique educational demonstration. It is interesting to note that this program includes the development of the whole child—the physical, the emotional and the social.

Another organization is the Methodist Episcopal Church South, which has for a number of years put on an extensive pre-school parent education program.

Probably one of the most thoroughgoing organizations for the education of pre-school parents is the Nursery School. Unless there is a parent education program running parallel with the Nursery School, the child may be handicapped by being in school. If he is subjected to one type of management at home and another at school he is likely to be in a state of confusion.

The physical examination of the child offers one of the first opportunities for parent education in the Nursery School. It is desirable to have the mothers or fathers or both present during the physical examination. This not only gives the child a feeling of security but gives the pediatrician an opportunity to discuss his findings and make suggestions for further care. Frequently surprising things come to light. For example, in our Nursery School this summer at the University of Colorado we had a highly selected, and from the intelligence tests of the children one would judge, a superior group of parents, and yet the physical examinations showed only one child out of the fifteen enrolled to have been both vaccinated and to have had toxin anti-toxin. One child had been vaccinated and one had had toxin anti-toxin. (Since smallpox and diphtheria are not summer diseases we had not required these examinations before the children could enter the Nursery School.) These findings give the physician an opportunity to discuss the matter with the parents, to discover prejudice, if any, and to present the desirability of such procedure. Frequently, of course, conditions are discovered which need immediate attention or need to be periodically observed.

A *research* program in a Nursery School offers great possibilities for parent education. The splendid pieces of research on *sleep* and *anger* carried on by the Institute of Child Welfare Research at the University of Minnesota, in cooperation with hundreds of parents of pre-school children, were no doubt invaluable to the parents who objectively set down the times of day the children had their outbursts of anger. To discover that temper tantrums were more likely to occur in the hour before dinner and the hour before supper should help the parents to remove the cause rather than treat the behaviour. This research brought in not only the physical conditions, but also the relationship between parents and the child and between the child and other members of the family group. Parents should not only know about, and take part in, the research and observation studies

carried on in the Nursery School; they should know the daily program. It is desirable, and in some Nursery Schools required, that both the father and the mother observe a whole day's procedure at least once a term. By this they have an opportunity to see situations handled objectively by trained people.

The interpretation of the children's intelligence tests should help parents *not only to accept the children's ability but to see their opportunity to help guide their emotional development.*

We are beginning to realize how important these pre-school and kindergarten years are with reference to the development of attitudes and prejudices. Some psychiatrists and psychologists tell us that practically all of our national, racial, religious and political prejudices are formed before our seventh year. If this is true, both parents and teachers of young children should realize the great influence *not only of what we say, but of our attitude toward other nations and our relations with them.*

The coming together of Pre-School Parents in groups gives further opportunity to study their children. My students this summer made interesting observations of children who were outstanding by *seldom* being in conflict with other children, and of those who were outstanding by *often* being in conflict with other children. It was discovered that they used the same methods as adults in settling their social problems. One little girl of three years, in the first group, was an outstanding diplomat. If she were in the swing and another child wanted it she would say "you swing on the bars" or "you sit on the rock until I have finished swinging." Whereupon they either obeyed or went away to other play. On the other hand, a girl of the same age level struck at every child who approached her. After such observations adults cannot escape the implications in their own private and national lives.

Dorothy Canfield Fisher has pointed out that what we are demanding for our children—freedom for creative expression, etc., is what we most need for ourselves. To pursue this idea to its logical conclusion is to emphasize the unity of life and development and the need of the indefinite extension of the principles valid for childhood into the more complex, but essentially similar activities of adult life. Thus, if discipline is good for the child it is good for the adult, although the type of discipline changes with the development.

## THE SOCIAL ADJUSTMENT OF THE CHILD IN THE COMMUNITY

NEWELL W. EDSON, AMERICAN SOCIAL HYGIENE ASSOCIATION

I find myself perennially astonished that while the home originated and still exists as a place for rearing children, its equipment and surroundings are so little adapted to them. For proof, examine the height of window sills, door handles, chair seats, and tables with the child's height in mind.

It is evident that whatever may be the sociologic theory, the home is to all practical purposes an adult abode.

The same is true of the community. It is essentially fashioned for the living experiences of adults, primarily, I suppose, because its major activities are carried on by adults. Yet nearly half our population is made up of boys and girls, all growing with astonishing rapidity to adulthood and to an active part in the community life. Now, a community is a living organism, casting off dead tissue and adding new. And as with other living organisms, if provision for adding new tissue is inadequate, the organism suffers.

Transitions from the small and thoroughly known home to the larger and only partly known school and to the great unknown of the community are difficult for most children and are well-nigh impossible for some, unless they have the best skills we can give them for these transitions. The astonishing thing is that so many children succeed.

Happily, the spirit of adventure enters here. School life, partly, and especially community life, are for children real adventure. From the first trip downtown, holding tightly to mother's hand, experiences in the community become adventures to the child. He soon learns the geography of his town and can pilot himself about with sureness and skill. But he doesn't learn the people of the community; they keep themselves behind barriers of closed home or inapproachable office. So the community quickly becomes a puzzling adventure to him.

It doesn't take the child long to learn that the community is an adult affair, in almost no respect made for children. Hence his adventures in the community become sallies into adult situations, with their rather rigid adult reasons for doing this and not doing that, which the child knows nothing and cares less about but which the adult expects him to know and govern himself by. And so, because the child is usually inadequate to meet adult situations alone without a feeling of futility, he joins with his gang in meeting them. The gang sets codes and standards of its own, easy for the child to understand and follow. That they ran counter to adult codes and standards only adds zest to the adventure. Even here the community might meet this difficulty of child adjustment if it were aware of the need to do so. But, with few exceptions, among them the Highlander Boy movement in this city of Denver, the community does almost nothing to adjust the child to these adult situations successfully.

There are four adjustments this child must make reasonably well if he is to take his place in an adult community; to his job, to his play, to people, to the other sex. Each one of these offers to the child a varied set of complexities and to the community a different responsibility.

In general, to the child trying to adjust to his vocation the community says through his employer: "This is a hard task, but it is necessary to adult achievement. You must make good on an adult basis or get out." Here is an abrupt step for the child, as the many failures to make it indicate.



How commonly the community neglects to realize that for any child it is no easy transition from simple or no tasks in a sheltered home to difficult tasks measured by adult standards of making good in an unsheltered community, and that this child is now separated, often abruptly, from conditions and surroundings that he has grown up with and likes, to an unlikable environment far removed from all things childish. It is true there is an occasional employer who makes of the business nook of the child a new downtown home, a substantial step further for the child into the community unknown. But most employers regard labor as a product rather than as the effort of persons. Work figures easily in dollars and cents, but it demands time and skill to make a cost-accounting of personality. What we rather indignantly but ineffectively call exploitation in child labor is merely the success of an employer in purchasing this commodity as cheaply as the ignorance and defencelessness of the child will permit and regarding it as good business.

If the community through its schools had made the labor of the child less unskilled, hence of a certain value, and through its statutes and customs had demanded that children be regarded by employers as the precious material of tomorrow's citizenry rather than as cheap machines to be used and discarded, the transition to the child's life vocation would not be so difficult. Where the various steps of the transition are not too great: as for example, a practical understanding of jobs, and of the child's place in them, some skill and pride in handling one job thoroughly, placement where the child can do the job well, guardianship to see that the child is not exploited until his skills command adequate recognition and pay, where, I say, these transition steps are not too great, the average child can take them without likelihood of failure, as experience proves. But this adjustment of the child to his vocation can certainly not be left to the child alone. Nor can the average home help the child meet the situation. A large measure of help, much larger than is given at present, will have to come from the school with its possibilities of vocational information, job skills, placement service, and personal follow-up. And the community will have to see these children as important members of itself, to be protected, to be encouraged, to grow in effectiveness and responsibility, to develop into adequate citizens, whatever or wherever their vocations. Only by some such help as this can children hope to adjust to their life work.

Equally important is the child's adjustment to his recreation. Here he faces increased leisure hours and increasing school emphasis on the values of health and play but commonly without adequate play skills or space or equipment or supervision. The child is a play-loving creature and under natural conditions he rarely outgrows his hungers for recreation. But here, too, he must adjust to an adult community. Recreation as the wise use of leisure is still a theory of educators rather than a community responsibility for children. Nor will it be a community responsibility so long as thousands of children own no books, and 43% of our population

lives in communities without public libraries; so long as athletics are an advertisement to make intellectual attainments palatable and skills in music, art, drama, and dancing as means of self-expression are regarded as frills; so long as play spaces are pitifully inadequate and are closed when children have leisure time; so long as commercial amusements, with no motive except to make money, are allowed to take advantage of what Jane Addams calls "the insatiable desire to play" and offer tinsel lures to children to try to enjoy adult amusements on cheap and shoddy levels.

The recreation situation is further complicated for youth by the addition of another factor, a rapidly developing interest in the other sex and a natural desire to play with them. Since, however, youth has had no especial training for boy-girl recreation,—at recreation centers it is so much easier to handle boy groups and girl groups separately—and since commonly there is no especial provision in the community for boy-girl play, youth turn to such adult forms of recreation as appeal to their hunger for activity. Chief among these is dancing, an age-old form of group expression not yet free from the recent religious ban, hence not wholly approved by the community. But dancing does not have such strong appeals to adults, and adult experiences with dances have sometimes resulted in sexual immorality, hence the adult community often frowns on dancing for youth. So youth turn to other adult recreations, the movies, the auto, the use of parks. But since these are on an adult basis, their appeal to the spirit of adventure is soon over for youth. As one lad put it, "What good are city parks with nothing to do in them but mess around the way adults do?" Naturally youth drift into the one form of boy-girl recreation left, petting, and rather fiercely claim this as their special prerogative.

It is evident that in this matter of recreation children and youth need much help in adjusting to a non-playing adult community. Probably if adjustments can be made wisely during this generation, our children will see to it that communities are changed to groups of people who are play-minded and play-skilled and who incorporate the wise use of leisure into their statutes as well as into their thinking. Meanwhile, unless recreation is to become a threat instead of an asset, the community must become play conscious if not play-skilled. Children apparently need much more play and universal participation in it. This is no task for the home with its obvious limitations, nor for the school with its crowded hours and limited equipment. It is the great responsibility of the community, into whose midst are crowding play-hungry youth, ready to wreck the community because of inadequate recreational outlets or ready to put the play spirit into the business of the community. For its own protection the adult community must adjust to the play needs of its young members.

Even more difficult for the child are his adjustments to people. How to find and meet people, how to get along with them, to contribute achievements to them, to exchange ideas with them, to team work with them in community projects for are still regarded as social assets to be picked up in the

course of years but not as vitally necessary to the child's growth and the community's existence. Homes here and there sense the need and train their children in social skills, and these few lucky children forge ahead rapidly. Schools don't yet regard those skills as necessary or teachable. Yet this child must adjust himself to an adult community where getting along with people is so taken for granted that those who can't and don't are shut off from society by prison or institution sentence.

And the child can get little help from the average adult, for the latter is commonly not qualified to deal with the child. Hence the child is inclined to make as few adult contacts as possible and to regard these as a part of the hard luck of living.

What the child needs here is a practical understanding of the needs and values of getting along with people and a wide range of practical experience in doing so. I believe the school can manage this task better than either home or community. The school can familiarize him with the techniques of meeting people and of finding their interests and contributions to the social group and with the essentials of the codes of the various groups he will most likely contact, and because it deals with large groups can provide a wide range of group experiences in which the individual child will take an active part. The school, too, can bring to groups of children the few skilled adults who can interpret to children the people of that community, their achievements, their needs and their common purposes. In this immensely important task the school should have the live interest and the solid backing of the home and the community.

Probably the most difficult of all the child's adjustments is that to the other sex. No longer can the community say in effect that this adjustment is unimportant and will regulate itself. There is too much evidence to the contrary. Probably no adjustment the child makes means more to his personal happiness and to his contribution to the community. For out of his experiences with the other sex, wholesome or crude, grow the attitudes and standards that carry over into his home partnership, which is for most individuals their longest, most satisfying, and most difficult human relationship, and the one which most influences their conduct and character. And this adjustment, or rather whole series of adjustments, must be made in the face of a community which commonly regards sex contacts as strictly confined to adults, which today is losing much of its sure sex philosophy, and which has the attitude that the less one says to children about these important relationships the better mates they will be some day. So when the child says in effect to the community, "What is the significance of these relationships and what can I do to prepare myself for them in the light of your best experience?" the community shrugs its shoulders and says, "Sorry, but sex is the one thing I can't talk to you about. I'm afraid of it. You'll have to pick up your ideals as best you can." But not so the movies and the newspaper and the drama and the novel, which openly interpret sex conduct according to the latest thrill and theory or startling example,—for

adult consumption, of course, but with no corresponding appropriate interpretation for children. So youth, no more afraid of sex than of any other human factor and bewildered at the variety of low level interpretations about them and eager not to make the same mistakes their elders are making, turn where they can for help. Is it any wonder that they do foolish things, and bitterly blame those to whom they should be able to look for the best of human experience?

It is astonishing that as a matter of self protection the community has not sooner sensed its obligations and opportunities in this matter of educating for marriage and parenthood. Yet blunders in sex relationships are costly in money and morale and tragedy and family wreckage. In this guidance the home has an early and important part, the school some generous supplemental opportunities, the church a definite role, and a goodly share of help should be expected from those agencies that help these three fashion the character of youth. But the greatest obligations in this matter fall upon the community. Among these obligations are those to keep the environment free from the menace of irregular sex relations, of uncontrolled amusement places, of sordid literature, of persons who exploit for gain. But the community has the added obligation to see that the child is guided during these years of sex adjustments to happy and successful marriage and parenthood. This means a challenging and careful program, with the cooperation of every agency touching the life of the child, especially the under privileged child, but a program that for the happiness of the child and the welfare of the whole social group, no community can longer neglect.

## Department of Health Education

Chairman, Dr. Clair E. Turner, Professor of Biology and Public Health  
Massachusetts Institute of Technology, Cambridge, Mass.

Vice Chairman, Georges Milsom, Director, Junior Red Cross; Secretary  
of the League of Red Cross Societies, Paris, France.

Secretary, Sally Lucas Jean, Consultant, Health Education, New York  
City.

## Foreword

IT MAY be only a dream to anticipate promoting the health of all children of the world through the coordination of the activities of those responsible for the education of the child. However, the interest displayed by educational and health leaders in all parts of the world warrants the belief that the Health Section of the World Federation of Education Associations furnishes a medium of exchanging knowledge and experience which is of real value.

Over a period of nine years, at great personal expense of time and money, individuals have traveled across continents and over seas to gather biennially for the discussion of their common problems concerned with the health of children in the schools of many lands. Each of these meetings has been of a somewhat different nature according to the type of problems the various representatives have brought from their countries.

The five volumes of proceedings, from 1923 to 1931, evidence a distinct advance in material presented, also a greater interest on the part of all who are concerned with school health programs; and the report of the Chairman and Secretary in this volume point out certain educational trends involving old and new problems requiring solution.

### The Work of the Health Section

*Dr. Clair E. Turner*

The Chairman, and the Health Section, extend most cordial greetings to all of you—especially to those here for the first time—who, as Section members, have come to join in the professional labor of improving the health of children through the schools of the world.

Since the Geneva meeting, many services have been rendered through the Secretary's office of the Health Section to health educators and school health authorities throughout the world. For these, and for the arrangement of the program of the next few days, the Section is immeasurably indebted to Miss Sally Lucas Jean, its Secretary from the beginning.

More countries were represented at our meeting in Geneva than at any previous conference. And specific problems were discussed by these representatives of many nations. At that time you established a Continuing Committee with a representative from each of the following countries: Austria, Belgium, Bolivia, Bulgaria, Canada, Chili, Czechoslovakia, Estonia, France, Germany, Hungary, India, Japan, Latvia, Poland, Scotland, Switzerland, United States of America, United States of the Soviet Republic. The important individuals upon this Continuing Committee have provided points of contact between the countries mentioned.

Since the Geneva meeting, Australia, Ceylon and China have been added to the list of countries represented on the Continuing Committee. Through the continued cooperation of the Metropolitan Life Insurance Company, and the American Child Health Association, it has been possible to print

the report of the Geneva meeting. An American Advisory Committee has been appointed consisting of: Dr. Lee K. Frankel,\* Dr. E. V. McCollum, Mrs. Frederick Peterson, Mrs. A. B. Sharpe, Mr. R. Douglas Stuart, Mrs. Frank A. Vanderlip, Dr. William H. Welch, Miss Charl O. Williams. These nationally and internationally known people have given freely of their time in advising your Section officers concerning extension of the usefulness of the Section, and the development of plans for securing a suitable budget. Mrs. Sharpe has contributed most generously, not only financially, but also in giving her own valuable service for many weeks to the work of the Section. Had it not been for her assistance, it would have been almost impossible to arrange the present meetings. Miss Jean will tell you something of the activity of the Secretary's office during the last few months, in developing important contacts in our field of work.

As regards work for the future it seems to me that the development of our program lies along three lines:

I. *The publication of the papers and recommendations from the present conference* has an important contribution to make to child health in preserving for us the substance of our deliberations, in providing a review of the proceedings for a larger reading audience, and in presenting recommendations of this international body in such form as to support and stimulate improvements in school health procedure.

II. *The organization and development of meetings* in connection with the sessions of the World Federation of Education Associations will continue to be an important function. These meetings bring together leaders from many lands for the discussion of fundamental problems. The proposed meeting in Hawaii next summer should be both interesting and important in bringing together the many countries of the Americas with the countries of the Orient.

III. *The development of an organization for international service* in the field of school health and health education is the third and most important function. There is no doubt concerning the importance of the contribution of the public school to child health. There is a real need for an international agency which will bring together the workers in this field from every country in the world, with the inevitable stimulation and development which will result therefrom. So long as there is a World Federation of Education Associations, its Health Section is the natural agency to represent the professional groups of the world which are contributing to the health of school children. Five steps need to be taken in the development of our section to render the service which is demanded:

1. Our organization itself must be further developed. Instead of an individual representing each country as part of a Continuing Committee, we must develop a group of individuals, or establish contact with one or more organizations in each nation. We should begin by establishing close

\* Deceased, July 25, 1931.

\*\* Post-war Conference, Honolulu, T. H., July 25-30, 1912.

relationships with the health section of each society or ministry which is a member of the World Federation of Education Associations. Our contacts with governmental agencies should be such as will provide the best form of cooperation between our professional and non-governmental organization and the central government in question. We should establish contact, wherever possible, with each national society of professional workers in school health. In addition to the health section of the various teachers' associations, many countries have associations of physical educators, of school physicians, of school nurses, school health sections in societies of nutritionists, and perhaps in national dental societies. Usually specialized professional activities progress much more rapidly when the members of the profession are organized into an association for the promotion of the quality of service. The quality of school health work will depend both upon the quality of the respective services, and also upon the mutual understanding among those offering these services.

One of the most important elements of the school health program, health education, has yet very little professional organization. So far as the speaker knows, there is only one Health Education Association in the United States and this serves a limited geographical region. It is possible that the time for the organization of a National Health Education Association in this country is at hand. It may be that this Section should be concerned with its development and with the stimulation and development of logical professional associations in health education and in other phases of school health in the countries here represented. In any case, it is the obvious obligation of such an international organization to establish contact between all of these agencies.

2. The establishment of important definite relationships with other international organizations should also be undertaken.

One such group is the International Junior Red Cross, in many countries of the world a most significant agency for the promotion of health education. The Director of the Junior Red Cross, League of Red Cross Societies, M. Milsom, is our Vice-Chairman. Our Section may be of some assistance in developing appreciation for the services of the Red Cross among the educators of the world. The Junior Red Cross has an interest in the activities of the various health education groups represented in this Section. It is quite possible that a closer relationship between the two groups might be developed to mutual advantage.

The second international organization which we should establish as close a relationship as possible is the League of Nations. We could undoubtedly be of assistance in bringing the work of the League to the attention of our professional groups, thereby producing interest in and support for its school health activities. As an international association of professional people we might be able to be of service to the League in various ways. It would be a service to the members of our own group to make sure that they are informed concerning the activities of the League.



3. The exchange of information concerning the school health activities between the various countries of the world should be provided by this Section. To do this a regular bulletin will be necessary which will carry to members and member-societies the story of health activities within the Section, within the constituent associations and by the professional people who make up our membership. This bulletin may be supplemented by the use of other and established magazines which will be glad to carry significant items concerning school health progress in different parts of the world. But more important than either of these is the development of correspondence between members of the Section and the central office. We need to make it possible for the Secretary's office to keep in touch with key people throughout the world, to supply these individuals with information which may be collected, and to put them in touch with the professional people in other countries who have the answers to their particular problems.

4. The stimulation of research, an important function which would grow out of the work of such an international agency, will inevitably result when students and administrators in one country are put in touch with similar individuals in other countries who are working upon similar problems. Reports upon special studies and specific pieces of source material from all over the world should be made available through this Section at the meeting of professional groups in each country.

5. Travel assistance to school health workers who are visiting other countries is already being rendered to some extent. This is a most useful type of service and we will do well to so organize our membership and so develop the fraternal spirit within our profession that we can make it possible for any worthy individual of any country to see the right people and the important activities in any other country which he or she may be visiting.

Such a program as has been proposed obviously necessitates a secretarial bureau with a limited but capable staff. It is doubtful if any better use could be found for the money which would be required for such service. The stimulation from the contacts between these earnest workers in various parts of the world would develop activities contributing to the health and happiness of millions of children. The function of this Section would be merely that of providing the machinery by which these peoples in various lands can work together. Indeed, the international friendship growing out of such cooperative efforts in the interest of the world's children is of no mean value.

These continuing activities to my mind constitute the vital activities of the Section. We have developed to the point where our service must either be greatly expanded or it will decline in importance. We must find a way to secure a budget for the organization of such activities.

Not wishing to minimize the importance of an interesting series of addresses, your Chairman would like to urge upon you the importance of a thoughtful consideration of the problems and the future of the Section.

During this meeting we must plan largely through committees for important activities to be carried out before we come together again. Let us use the days ahead of us to the best advantage in the interest of the health of children.

M. GEORGES MILSOM, VICE-CHAIRMAN, HEALTH SECTION, WORLD FEDERATION OF EDUCATION ASSOCIATIONS; DIRECTOR, JUNIOR RED CROSS, LEAGUE OF RED CROSS SOCIETIES, PARIS, FRANCE

As Vice-Chairman, and as a Frenchman, may I express my satisfaction at finding myself at the meeting of the Health Section of the World Federation of Education Associations in the United States, a great country, which has taught us much in matters of health and well-being, and towards which we turn to refresh our minds with new ideas and the vision of their realization.

I am charged by teachers and hygienists whom I have met since our Conference in Geneva, and who have not been able to come to Denver, to tell Professor Turner that the work of that Conference over which he presided in 1929, was not only interesting to those who attended it, but valuable for carrying out the ideas of the Health Section of the World Federation.

Very often resolutions which are voted in congresses remain dead letters. The resolutions of the Health Section have very often been a point of departure for fruitful action. An example touching closely the health of the child—a subject in the highest degree interesting to me—which Professor Turner presented to the Health Section is to be found in a resolution adopted unanimously, dealing with the important question of overwork at school:

This concise and objective statement of a great problem made an impression on hygienists and professors, and influenced considerably the decisions made on the question of overwork at school and the health of the child by the International Bureau of Secondary Teachers in its annual conference in 1930. We see thus that the Health Section plays an important part in the development of ideas conducive to improved health, and I hope that this beneficial influence will be more and more felt, and that our work at Denver will mark an important step in the progress of the World Federation of Education Associations in the domain of health.

MISS SALLY LUCAS JEAN, SECRETARY, HEALTH SECTION, WORLD FEDERATION OF EDUCATION ASSOCIATIONS, NEW YORK CITY, U. S. A.

Active contact with leaders concerned with school health programs has been maintained during the interval since the last biennial meeting, through letters and personal conferences. Also, information pertaining to many phases of school health has been exchanged.

The printed report of the meeting held in Geneva in 1929 has had wide distribution, 1074 copies having been sent to health and educational authorities in many countries. Of this number, 588 reports were purchased and

486 complimentary copies were presented. This was made possible through the cooperation of the Metropolitan Life Insurance Company in giving \$1,000.00, and the American Child Health Association which assumed the responsibility of the production and distribution of the volume.

The tendency seems to be to adopt so-called successful programs without a sufficiently critical analysis of their value and suitability. Where methods of teaching health are given attention, the tendency is apparently to adopt specific devices and methods as they have been developed by leaders who may have been working with children of a different background and psychology. It is noticeable also that certain facts are selected for emphasis, regardless of their relative value or the practicability of applying them in the daily life of the child.

Problems presented include those regarding content and method courses in professional schools for teachers, and ways and means of promoting and protecting the teacher's own health; how the administrator can make the most of his opportunity in the development of an integrated health program, and how a closer relationship between home and school can be secured for the purpose of developing satisfactory health practices suited to the needs of each individual child.

Little effort is being made to develop an attitude toward health and health knowledge which will insure the realization that there is a body of scientific knowledge upon which health practices are based. This seems to be a short-sighted policy when we face the fact that new discoveries may make all or much that is taught today of little value within the next few years. This does not lead to the inference that nothing should be taught until the last word has been said. The knowledge that this habit or that, this health practice or that, may be discarded at some time because of newer discoveries does not warrant lessening our endeavors to establish health habits or encourage their practice, but rather furnishes the element needed to impress upon children the importance of developing scientific-mindedness. When the educated people of any nation realize that all health practices, all hygienic living, are based on scientific principles which have been laboriously evolved in the laboratories of the world, then and then only, can we expect a large portion of the people of that country to make use fully of available health knowledge.

There is rather general acceptance of the following theories:

That the teacher is an important factor in the school health program; that children can be instructed in health practices before they are old enough to understand the underlying reasons; that the reasons for such practices should be offered as soon as children are old enough to comprehend even the simplest explanation, that the subject should be approached from the positive point of view; that health teaching is only one of the factors in a school health program and is of little value unless other phases are also developed and coordinated; that the child, rather than the subject, should be the center of the program and the individual child's needs studied and

met as far as circumstances permit; that even though all phases of a satisfactory school health program cannot be made available, such parts as are possible should be developed with the cooperation of all who come into contact with the child; that the other desirable parts of the program will be added as practicable.

This Health Section of the World Federation of Education Associations furnishes, I am convinced, an opportunity for the promotion of the health of children, and thus, through the schools of the world, the health of all people. Its future value, however, depends upon our ability to exchange information frequently through some such medium as a bulletin, through the acceptance of certain responsibilities by the membership of the Section, and by adding to our numbers the individuals in each country who should logically be a part of this body. Such a group, thoroughly representative of both the fields of health and of education, including not only administrators and teachers but specialists—i. e., doctors, nurses, home economists, and physical educators—definitely accepting their part in the whole program with the objectives clearly stated and publicized, will not only promote the health of children throughout the world, but will strengthen international ties, bringing closer the day of peace on earth, good will to all men.

### Papers Presented at Meetings of the Section

*Australia:* Miss R. W. Stevens; Miss Beatrice M. Gerahty

*Belgium:* M. Edmond Dronsart

*Canada:* Mrs. Harold W. Riley

*China:* Dr. C. C. Ch'en

*Czechoslovakia:* Dr. Martin Smirak; Dr. Joseph Vesely

*England:* Col. C. J. Bond, C.M.G., F.R.G.S., F.L.S.; Mrs. Roddice Constable

*France:* Mme. Yvonne Liard; M. Georges Milson

*Finland:* Eric Mandelin, M.A., B.C.L.

*Germany:* Rektor Friedrich Lorentz, M.D.

*India:* Miss Helma J. Fernstrom; L. N. Sahu, M.A.

*Italy:* Signor Pietro Gerbore

*Japan:* Morio Yasuda, M.D., Ph.D.

*Poland:* Dr. Stanislas Kopczynski

*Sweden:* Dr. Gillis H. Berlitz

### *United States, Alaska, Hawaii, Porto Rico, Philippine Islands*

Mr. Alfred O. Anderson

Miss Mary I. Barber

Miss Anne Dickie Boyd

Mrs. Hugh Bradford

Miss Maud A. Brown

C. C. Dauer, M.D.

Dr. J. Rosslyn Earp

Miss Bess Exton

Miss Edna H. Gerken

Eugene A. Gilmore, Ph.D.

Dr. Willard N. Greim

Miss Ethel A. Grosscup

Miss Florence Hale  
Miss E. Ferne Harris  
Mrs. Lulu A. Heron, R.N.  
Dr. Harvey J. Howard  
Dr. Anita D. Laton  
Miss Gertrude Lingham  
Mr. Oren E. Long  
Miss Rosamond Losh  
Miss Elizabeth McFadden  
J. Rodriguez Pastor, M.D.  
Miss Ethel Perrin  
Miss Phyllis Radford

Miss Elma Rood  
Dr. Ada E. Schweitzer  
Mr. Theodore Shank  
Dr. N. D. Showalter  
Dr. Herbert J. Stack  
Mrs. Jessie Howard Steitz  
Dr. C. E. Turner  
Miss Anne L. Whitney  
Mr. Wayman J. Williams  
Miss Pauline Brooks Williamson  
Dr. Thomas D. Wood

### Program of the Health Section and Plans for Continuing Section Activities

The following brief statement summarizes the important activities of the Section:

Its objective is to pool the experience of the school health workers of the world through:

I. The gathering, by means of research, and surveys, or from the experience of administrative agencies, of facts concerning school health problems and procedures in the various countries of the world.

The Section provides a medium of contact and determines specific topics for investigation. During the next two years the topics for primary consideration are:

1. Nutritional needs in relation to racial and climatic conditions.
2. The health examination of school children.
3. Play activities in relation to health.
4. Health training for teachers.

II. The organization of programs in connection with biennial meetings of the Federation for the consideration and joint discussion of these problems.

III. The maintenance of contact between the administrators and professional school health workers of the various countries. This is accomplished through correspondence, personal conferences, introductions and arranging of opportunities for field observations by professional workers while visiting foreign countries.

IV. The issuing of reports containing papers, scientific conclusions, and recommendations arising from the biennial meetings.

These reports have been widely used by professional workers throughout the world. The recommendations from a previous meeting have been adopted by the League of Nations.

V. The formation of national committees composed of representatives from the health sections of educational associations, national professional

groups in the field of school health; and governmental agencies dealing with the health of the school child.

Such committees facilitate the national studies on specific health topics. While these studies are undertaken primarily by organizations which are members of the Federation, experience has shown that all of the agencies mentioned above have a contribution to make. Such national committees provide opportunities for mutual understanding between the different professional groups concerned.

At the meeting of the Section in Denver, offers of cooperation and assistance were made by various delegates, speaking tentatively, but without official authority, for different organizations in their countries.

These organizations and local groups mentioned included groups in Hawaii, China, Japan and the Philippines. In Canada, the Canadian Council on Child and Family Welfare was mentioned. In the United States, the groups mentioned included the American Association of School Physicians, the American Council of Women, the American Physical Education Association, the Elizabeth McCormick Memorial Fund, the American Association of University Women.

A representative of the National Safety Council suggested the possibility of this group undertaking an international survey of safety education. This offer was enthusiastically received.

The suggestion of the nominating committee, that the Chairman be empowered to appoint a second Vice-Chairman from the country in which the next meeting is held, was unanimously adopted. Mr. Oren E. Long, Deputy Superintendent of Public Instruction, Territory of Hawaii, was appointed by the Chairman to serve as a Vice-Chairman in connection with the Regional Meeting in Hawaii, July 25th-30th, 1932.

It was voted that the American Advisory Committee be continued.

The Section expressed its endorsement of the program of the International Junior Red Cross.

It was voted by the Section that the Officers continue contact with the Home and School Department, and that the assistance of other members of that Department be asked in such cooperative plans as may seem practicable.

The Section voted unanimously to express its appreciation of the opportunity the World Federation of Education Associations has afforded the Health Section in the promotion of the health of school children.

### Special Acknowledgments

The Section expressed by a vote of appreciation its indebtedness to Dr. A. L. Beaghler for his efforts in making such eminently satisfactory local arrangements for the meetings, to the Officers for their efforts in making this and previous Section meetings successful, and to Mrs. A. B. Sharpe, who, as a member of the American Advisory Committee, though unable to be present, furnished distinct assistance to the Section.

Appreciation in the form of a vote was also expressed by the Section, acknowledging the cooperative assistance extended the Section by the Board of Directors of the World Federation of Education Associations.

### The Health Section Report

The record of the Health Section meetings with condensed papers has been published in a separate volume. Single copies are furnished without cost to members of the World Federation of Education Associations registering attendance in the Section meetings at Denver. Additional copies may be purchased at one dollar each, through the office of the Section Secretary.

## Department of Educational Crafts

Chairman, R. H. Butler, Aston Technical College, Birmingham, England.  
Vice Chairman and Secretary, William J. Drew, Mission High School.  
San Francisco, California.



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## FOREWORD

CHARLES F. PARKER, F. C. T., F. C. H., M. I. E.

*Past President of the College of Handicraft; Chairman and Organizer of the first official Department of World Conference on Practical Education, at Geneva, 1929; Vice Chairman of the Denver Section, 1931*

Those who have followed closely the Educational and Industrial conferences (now almost too numerous to mention) must have been impressed, especially during the past few years, with the change of attitude which has come over the leaders of thought in these respective spheres of work.

It is but a few years ago that Educationalists and Industrialists were poles apart. When they saw each other coming, they passed with disdain on the other side, and the great gulf between them appeared almost too wide to be bridged. There was nothing in common between them; indeed, they regarded each other as natural enemies, and as you know, many were the battles fought between the workshops and the schools for the possession of the child.

### A Remarkable Fact

Now see what is happening. They are actually calling to each other, and very loudly, too, as to what is to be done with our children. This is the direct outcome of the economic pressure which trade and industry have been compelled to face, and face very seriously, in the difficult conditions of recent times.

They are really anxious, and deadly in earnest, in their endeavours to secure first-rate efficiency in all the ramifications and manifold operations of business life, and quite naturally, they look in the direction, among others, of obtaining the best human material that the nations can produce, through the schools, from which to recruit the staff of workers they employ.

In his book—*My Life and Work*, by Henry Ford—he says: "I read everything I could find, but the greatest knowledge came from work."

The objective is, therefore, one upon which both Education and Industry can combine to achieve, subject to this reservation: that while Educationists keep this requirement in mind, they have also to remember that they are preparing children—for life as a whole—and not merely for the livelihoods upon which they may some day embark.

One's vocation is, of course, an important part of life, but it is not the whole of it, and, as educationists, we have to train boys and girls for the right use of leisure, and for the functions of good citizenship.

## The Importance of Educational Handicrafts in the Building of Character

PRINCIPAL RAYMOND R. BUTLER, THE TECHNICAL COLLEGE, ASTON,  
BIRMINGHAM, ENGLAND

THE ideals behind the introduction of educational crafts into academic curricula have their foundations in the inner hearts of men.

The desire to find and to create and to unite beauty and utility is in reality the divine creative spark flaming up in man; and no systems of bread-and-butter teaching or elaborate schemes of vocational training and guidance, can ever be adequate which do not recognize that fundamentally this instinctive inherited need of self-expression is the driving power in men's minds.

School life is slowly losing its bookishness. Gradually the ideals of the craftsman are becoming the ideals of the teacher, and through the teacher are entering the hearts of those who will be the men and women of the new generation.

That generation will have more leisure than our own. God forbid that it should have to pass through an ordeal of blood and fire such as, through our folly, we have faced. Yet we must recognize that the lives of many of that generation will be spent as accessories to a machine—as machine minders.

How is it possible for such men and women to find their fullest self-expression unless while yet at school the craftsmanship ideal was implanted in them—not as a means of earning a living, but as a star by which to direct their lives?

Of what value will be the discoveries and devices of Science, if "wealth accumulates while men decay?" Even comfort is not necessarily civilization. When Science has placed her latest powers in our hands, we shall still need a creed by which men may live.

The idea of cheapness by mass production methods must be leavened with a fresh and burning belief in the ideals of craftsmanship. We need faith in ourselves as craftsmen. We are faced with the danger that in reducing the costs of clothes, food, national humanitarian services and education we are making our whole civilization, and our men and women, proportionately cheap! True national wealth is synonymous with a high level of the life of the people and this in its turn is dependent on the freedom possessed by each individual to express unhindered the potential greatness which is in him.

It is because Handicraft work in our schools develops those ideas of refinement, good taste, love of beauty, and a high appreciation of the best in Craftsmanship and Art (on which ultimately our human society depends) that it is slowly taking its true place as an integral part of school training. We need to open our eyes to the world in which we live—to its existing ugliness and to its possible beauty. Through the medium of educational handicrafts we of this generation may be able to show to our children a way of life finer than that along which we have laboured.

# *WHAT IS PRACTICAL EDUCATION*

WILLIAM J. DREW

In England and in some other countries the terms Practical Education and Educational Crafts are used synonymously. The corresponding designations in America are Industrial Education, or as at present Vocational Education.

Practical Education has been described as training for the intelligent and successful use of the 'co-ordinated activity of the brain and the sense organs,' and, again, as the 'playing off of the manual against the intellectual by means of head, hand, and heart.' Such definitions bring out clearly the great educational value involved, and are highly approved by people who have had long experience in training the youth of high school age.

Two aspects of the problem seem to me worthy of presentation, namely those of the day school and of the evening school courses of instruction.

Generally, in the American public school system and in many private schools, the day school pupils whose leanings are towards the practical things and processes of life, are offered the following core of subjects, from which they may choose, under guidance of the school counselors, the subjects most appropriate to the need of the individual:

## **Practical Course**

English, mathematics, science, history, art and design, mechanical drawing, and shop work. Craft work includes definite manual training instruction in woodwork, pattern making, furniture design and making, machine shop, electrical shop, automobile and printing shop processes, and home-making courses for girls; the building trades, such as carpentry, plumbing, sheet metal work, brick and stone masonry; also art metal and jewelry work for boys and girls.

The shop project method is largely in vogue today. This is an outcome of the splendid *Slojd* system which was brought over to this country many years ago from Sweden, by enthusiastic and progressive American teachers who travelled to Europe for purposes of study and observation of European methods. They visited Sweden, Russia, and many other countries from 1876 to 1906. By this international interchange much good was accomplished, both educationally and along the lines of international amity and mutual understanding.

The result was the introduction and adoption of this method in America thru the agency of certain leading high schools of early days, and thru others of the same type which developed thruout the country.

According to this method all work leads to completed jobs or projects as distinguished from the more theoretical shop training courses which are based merely on practice work and which do not lead to, nor produce finished products.

Some of the more notable American high schools which were pioneers in this field of practical education or manual training as concerned with mechanical and industrial arts, are:

- (a) The St. Louis Manual Training High School founded in 1880 (St. Louis, Missouri).

*Endowed Manual Training High Schools in San Francisco, Calif.*

- (b) The Cogswell Polytechnic School (for boys and girls) founded in 1887, established 1888.

- (c) The California School of Mechanical Arts (for boys and girls) founded in 1875, established 1895.

- (d) The Wilmerding School of Industrial Arts (boys only) founded in 1894, established 1900.

- (e) The Lux School (girls only), a school of Household Arts and Home Making founded in 1894, established 1913.

c, d, & e, are now combined and are conducted as one institution known as the Lick Wilmerding Lux School.

This school has recently been raised to the rank of a Junior College, having discontinued the first two years of high school instruction, (9th & 10th), and added the first two years of college (13th & 14th), in this way embracing the 11th, 12th, 13th, and 14th grades. The pioneer and present principal of this group of schools (c, d, & e), appointed in 1895, is Mr. Geo. A. Merrill of San Francisco.

- (f) The Tuskegee Institute, a Negro School in Tuskegee, Alabama. Established by Booker Washington, its first president, in 1881.

### The Commercial Course

(Vocational in its application)

This course includes the keeping of simple household accounts, book-keeping, typewriting, shorthand, the operation of bookkeeping machines, the comptometer, and other calculating machines, as well as a good working knowledge of commercial law and business practice.

What manner of man or woman have we chosen or shall we choose to administer all these highly important, and highly specialized subjects which form the ground work of Practical Education. Surely it is a grievous mistake to assign to such work a teacher whose training has not been adequately molded along the lines which he is to teach. I fear that there are too many impractical teachers in these departments. I should say that any teacher who has not actually earned his own living at his trade or profession for a period of five years, is not qualified to even begin to teach his subject to the young and eager pupils, who are thirsting for knowledge and the acquirement of craft and skill. (This refers, of course, to the practical or vocational subjects.)

Consider, for example, the vital subjects of art and mechanical drawing. To show how important they are and how essential for the teacher are

proper previous training and experience, we have only to realize that for every machine, every building, or bridge, or ship, or engineering structure, great or small, we must have dimensioned drawings and specifications, and these drawings must be laid out in accordance with the principles of art and of design, which make them particularly suitable for the purposes intended, and particularly pleasing to the eye.

Another consideration is: Where shall the teacher of practical subjects receive his training previous to his experience period? One of the best methods, in the judgment of the speaker is that which is used in California, and doubtless in other states. There our first aim is to secure a man who at the time is successfully serving as a mechanic or artisan, and who in our judgment measures up to adequate personal qualities, proper mechanical skill, and who at least is a high school graduate. This candidate then applies to the state office of education for a teaching credential. Depending upon the amount of schooling he has had, he is given a more or less extended course of study to pursue in the Teacher Training Department of the University of California, and may be granted a temporary credential, but he must complete the work thus prescribed before such credential is made permanent.

How do these considerations apply, or how can they be applied, in the work of the World Federation of Education Associations? An interchange of high school teachers would be most effective in bringing men and women of the various nations into close harmony, into thinking in like terms and to profoundly studying each other's systems and methods. There is no better way to acquire an understanding and the good will of a people, than to speak to them in their own language. Here is a task for the language departments of the schools of the nations. The more of exchange teacherships there are the greater will be the effect on the masses of the people.

There are many rich channels of approach to our theme of good will and good understanding between nations, namely the actual universal use of the metric system; (b) the Boy Scouts Organizations of the World; (c) Radio Communication and Education; (d) Evening School instruction; (e) Visual Education, as applied to visual reproduction in still and motion pictures, showing the school activities of the various nations of the world.

This excerpt from a historical sketch of the Manual Training Movement in America, by Mr. George A. Merrill, will be of interest here. He writes:

*"It is a matter of international importance that the Russian exhibit, 1876, prompted Prof. Runkle of the Massachusetts Institute of Technology, to introduce various lines of shopwork at the M. I. T. It also prompted Calvin D. Woodward, President of Washington University, St. Louis, to establish there the FIRST manual training high school in America. The aim was EDUCATIONAL and not VOCATIONAL, the theory being that the five senses and the spinal ganglions are all part of the brain system, which should be educated in toto.*

The Russian system was weak in that it did not hold the interest of the student by providing for the making of finished articles. For example, one exercise would be the corner joint of a door, but not an entire door, and therefore lacked human interest. This characteristic of the Russian mind is evidenced in the doings of the Bolshevik regime.

The Swedish Slojd idea, on the other hand, insisted on the finished, useful article, such as a bread board, or spoon, reflecting the working of the Swedish mind—thrifty and practical, as contrasted with the Russian idealists and dreamers. (Like the question of teaching the A, B, C's and then sentences, or vice versa) The Russian model might not be useful, but the workmanship must be excellent. The Swedish model must be useful, but the workmanship might be crude.

The Slojd system was an early instance of the project method. The present generation of American teachers is too much inclined to regard shop-work and drawing as vocational subjects, and need to be brought back to a clear conception of the great educational value of the co-ordinated activity of the brain and the sense organs. The Lick School plan always has been educational, in the belief that cultural and vocational work can go hand in hand, for the good of both.

The American school system has become filled with complexities. It needs to be simplified and unified, and a re-study of European and other foreign schools and a re-appraisal of the value of American methods as compared with foreign methods would be timely and valuable. It looks as if a re-appraisal of the American economic situation in the light of world conditions is at hand, and since the schools must be constantly re-adjusted to meet changing social, economic, and industrial conditions, the time is opportune for bringing about a better understanding between nations as to what constitute the essentials of sound educational methods and practice that will tend to make the future citizens of all nations think more nearly in like terms.

American prosperity has overwhelmed our schools with numbers of students and extravagant notions. Would it not help us to get back to fundamentals and simple essentials, if we would inform ourselves of the progress made since the World War by other nations that have not been financially so prosperous? If we have so completely lost our bearings as to regard "manual training" and "vocational education" as synonymous, may it not be that we have drifted away from a safe anchorage in other educational matters? Would it not be worth while for the international conference to get together the material for a series of pamphlets, in brief form for wide circulation in different countries, showing in comparison how the schools are organized in different countries, how maintained, methods, results, etc. Encourage the teachers in all countries to inform themselves regarding schools in other countries, and disseminate this knowledge through newspapers, exchange pictures of school buildings, pupils, etc.

Much of the printed information extant regarding educational conditions in foreign countries dates back to the period prior to 1914, and even



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that is to be found only in special libraries. It needs to be brought down to date and put in a better form for dissemination.

Take a leaf out of the Bolshevik book; they take pains to inoculate every child with the Soviet variety of internationalism, because they know that it takes only five years for a 16-year old boy to become of age. Then why can't we who do not believe in communism train our children to think internationally but in terms of human kindness, as against methods which savor of harshness and heartlessness.

## Department of Teacher's Organizations

Chairman, Thomas Henderson, Educational Institute, Scotland.

Secretary, H. L. Constable, Association of Assistant Masters, London, England.

Ruth Gillette Hardy, Local No. 5, American Federation of Teachers, and  
Chairman of Department of Economics, Girls Commercial High School,  
Brooklyn, N. Y.

## THE AMERICAN FEDERATION OF TEACHERS

RUTH GILLETTE HARDY

**M**OST of you know the American Federation of Teachers as the group affiliated with organized labor, and many teachers know little else about us. Our affiliation is one of our most distinctive features; we are proud of it, but it is not the first thing of which I wish to speak.

There are two characteristics in American education which I believe need to be understood in order to understand us. The first is the local character of our education. There is no national law nor are there any national funds and national supervision. Whether you approve or disapprove this characteristic, it conditions all effective organization. There are forty-eight separate laws and law-making bodies which must be dealt with. Furthermore the effective control, particularly of finances and consequently of teachers' conditions of work lies with local authorities, often absurdly small, never larger than a single city or county. Therefore it follows that the only effective teachers' organization must be built up of autonomous units, able to act on their own initiative, possessed of their own local offices, workers and organizations. A purely national organization can do little more than pass resolutions in a vacuum; the practical work of an organization for teachers' welfare must be done to fit local conditions.

At the same time, education throughout United States, without the pressure of law, is remarkably uniform in spirit and method, therefore a purely local organization is needlessly isolated and ineffective. New York City and many other localities are infested with "dollar-a-year" organizations, which do more or less locally but lack stamina for a real campaign to better conditions and lack the inspiration and social vision which comes from national organization based on delegate conventions. The American Federation of Teachers unites the autonomous local with the national policy forming body.

The other marked characteristic in American education is the influence of its history, and particularly the history of teachers' organizations. As communication grew easier, there was a National Teachers' Association formed in the 50's; it held annual conventions of apparently anyone who could come, without forming local units. In 1870, it united with American Normal Association and the National Superintendents Association to form the National Education Association. The same loose organization was continued until six years ago. The convention report for 1870 contains the names of 170 persons present, with no indication of the positions held by any. But it is a safe guess that each had to pay his own way and that superintendents and heads of schools predominated.

In this organization superintendents naturally acquired a dominating influence. The average teacher of 1870 was untrained professionally; the majority already tended to be women who left young to marry. The turnover among men was also great, for teaching had already become a recognized "stop-gap occupation" while "working one's way" through college or medical school or awaiting opportunity in some other profession. Practically all

teachers were then on annual contract with no security of continuing from year to year, and the terms of the contracts were entirely as made by the local school board with not even State oversight or certification. In this situation the local (county or city) superintendent often represented the only trained and professionally minded member of the staff; he was also usually a dominating personality who had won his place after some struggle and, though, also on annual contract with the local board yet exercising the influence of leadership with its consequent security of tenure.

As an outgrowth of this situation the National Education Association followed the interests of the superintendents toward stress on improved pedagogy, establishment of "Institutes" for the training of teachers in service, etc. but not on teacher welfare. Such an organization tends to become what in labor parlance is known as a "company union," operating in the interests of the local authorities. The mental picture of a "teacher" as you still see it stressed in American text-books of supervision is typically a young, unmarried woman who has little professional training or culture, no professional interest, who will leave in three or four years at most and who will accept pretty nearly any terms of contract, salary, working hours, or size of class because she knows it's only temporary. Such a teacher needs to be kept under strict surveillance not only in the classroom, where the labor of supervisors has been to create as nearly as possible a fool-proof curriculum and set of textbooks, but in her personal life where chaperonage seemed essential and, even today, there are contracts which specify that an employed teacher shall wear skirts of a certain length, keep her goloshes buckled, not receive gentlemen callers more than three times a week and teach a Sunday school class! Therefore a teachers' organization existed to discuss the relation of Herbartian Principles to Discipline, but not to interest itself in salaries, size of classes or personal liberty.

The American Federation of Labor had already worked out a form of organization suited to American federal conditions, that of the autonomous local able to do its own local work without interference, but united for mutual support and counsel in City and State Federations and State and National Craft Federations, which formulated policies and exercised influence without force in each field. The form exactly suited the teachers' needs, and in 1916 the local welfare leagues in Chicago, Gary and New York united as Local 1, 2, 3, 4, and 5 in an American Federation of Teachers. They had all had previous experience in seeking local support from their city labor bodies and it was but a short step to decide to affiliate with the American Federation of Labor, where they were welcomed and, for several years (until 1920) aided with funds to spread the organization. For this affiliation there were two sound reasons which appear more clearly in this country than in any other. First, it can never be too strongly stressed that the American labor movement is essentially *non-political*. It influences legislation by its platform and its active, well-known legislative agents; in this the American Federation of Teachers follows its example. It endorses various parties, on their records or platforms, but

it endorses no political party: it puts forward no candidates nor does it, as an organization, raise party funds. Should the policy ever change, the American Federation of Teachers might have reason to reconsider: today it is a foreign issue. Second, the American labor movement from its inception, has aimed at the establishment of free public schools without class distinction or stigma of poverty. Before the splendid activities of Horace Mann commenced, the national conventions and state bodies of labor, from 1828 on, passed resolutions and agitated for free schools for all. The two movements coalesced to create the American public school, which in many communities today is the only school, attended by all classes without thought of seeking any other. American labor has continued to take the keenest interest in these schools and no state or national body meets without including resolutions for their support and improvement, often entering into minute recommendations on new types, such as the continuation school, textbooks, curriculum, and, since 1916, on teacher welfare.

During our fifteen years of existence these struggles, and other attacks less spectacular, have kept our membership relatively small and fluctuating. But they have had an invigorating effect on the loyalty and understanding of those who have continued or who have joined in spite of them. We have grown both by sending out organizers from national headquarters to the extent of our financial ability and by the spontaneous action of existing leagues which ask to join, or of individuals who recruit a local group. Some of the leagues which had existed previously had had previous experience with local affiliation. Most interesting is the experience of the local in Memphis, Tennessee, where an independent league conducted a strike for better pay in the costly times of 1919. They sought and received labor support, won their fight but were in danger of losing their leaders by dismissal when they sought a charter from the American Federation of Teachers. Their leaders were saved and are still teaching in Memphis and with the strength of national affiliation they have never found it necessary even to *talk* strike since.

We have learned first our reciprocal policy in the labor movement. We joined them for aid and it has been freely given. For example, our legislative agents are teachers who cannot get to the State capital when legislation is being considered more frequently than once a week. The legislative agent of the State Federation of Labor is a full-time worker more than ready to work with us. But we have also learned that we can help the labor movement in putting its policy before an intelligent public opinion. For example, again, the educational program of the New York State Federation of Labor has been called by competent authorities outside the labor movement one of the most enlightened programs for complete public education in the country; our delegate, who as a matter of course, sits on their Education Committee, has written this program and secured its adoption on the floor.

Second, we have learned that we can, even with weak members, use persistence and intelligence which not only improves the working conditions

of teachers but thereby improves their morale and their professional spirit to the benefit of the schools as a whole.

Third, we have learned that we as teachers must and can take an intelligent interest in school finance. We know what is needed and can often show where money may be spent to the benefit of the community and waste eliminated. Behavior clinics will save many times their cost in court and prison expenses: well-paid teachers are a greater ornament to the community than elaborate monumental school buildings: such things are written in our national program and worked for in our locals. Incidentally, we have shown local authorities how to secure State aid for projects we urged.

Fourth, we have learned that our stand in education must be the most progressive possible and that the whole trend of modern psychology, both in classroom procedure and in supervision, is consonant with our demands for ordered liberty and regard to individual needs.

Fifth, we know that we stand or fall as professional people on our service as citizens, in standing for the best possibilities for society, for peace and international cooperation.

### *NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS*

GEORGIA W. AIKIN, PRESIDENT, NATIONAL LEAGUE OF TEACHERS' ASSNS.

The National League of Teachers' Associations was formed in 1912, with the "object to bring associations of teachers into relations of mutual assistance and cooperation, to improve the professional, the social and the economic status of teachers, and to promote the best interests of education."

The League consists of organizations of grade and high school teachers regularly engaged in classroom work. A few individual memberships are granted primarily to interest a particular individual into the League and thus a local association into full membership.

The affairs of the National League are conducted by an Executive Board of five consisting of a President, Secretary-Treasurer, and three vice-presidents, eastern, western and midwestern.

There are usually held two meetings a year—one, a Presidents' Conference at the same time as the Superintendents' Department of the National Education Association in late February. This meeting plans and guides the affairs for the annual meeting, the League College and Presidents' of local affiliated associations for group discussions. Second, an annual meeting at the same time as the National Education Association, when the affairs of the League are conducted on a delegate basis, one delegate for fifty members or less, or a membership of fifty and one hundred members by two delegates and for each additional one hundred one additional delegate. Members of the League may be present, but cannot introduce motions.

The Executive Board has full power to control and guide affairs of League except when League is in session. Other meetings may be called, but they usually keep to these two in order that their members may fully

enjoy all educational advantages of the National Education Association and enjoy certain reduced rates.

The dues are fifteen cents per member of each association to a maximum of \$300.00.

There are five standing Committees:

1. Membership and Credentials.
2. Legislation.
3. Press.
4. Social and Economic Status of the Teacher.
5. Educational Ideals and Course of Study.

The League publishes a Bulletin four times a year, said bulletin to be the only strictly classroom organ on a national scale that is published—Yearbook, November, February, and April.

The membership of the League totals well over 20,000 teachers in the United States and Hawaii.

It is affiliated with the New Education Fellowship of London on a full basis; a full member of the World Federation of Education Associations, the third such in the United States. The League is an allied organization of the National Education Association.

To all this is added the League College, founded some six years ago. This two weeks course is held at a university nearest to the annual meeting place and moves about the country as the convention moves. The object of the League College is to bring together leaders of classroom organizations for the study of the problems of the teaching profession, particularly those related to teachers organizations. It is a study of your own problem class on a national basis. It offers an opportunity for exchange of professional opinion, invaluable to the success of teachers organizations. The class is guided and led by some outstanding professor of the institution holding the class. It meets for three hours a day, and graduate and undergraduate credit is granted, usually two in number. The class papers are used for publication in the Bulletin, where feasible. Membership is not restricted to National League members, but open to any one.

For example, some seventy-five members representing all parts of an educational system from superintendent to teacher, and representing some thirty states enrolled at the University of Southern California under Dr. Willard S. Ford, Dean of School of Education.

A second League Institute was held this year at Ohio State University by Dr. E. E. Lewis, Head of the Department of Administration of Ohio State University, Columbus, Ohio, in early August, called "Training for Leadership." Dr. Lewis had had the class the summer before and felt the work was capable of a try as a second summer.

This is frankly but a skeleton of the National League, quite devoid of any embellishments. It seemed best to present it in this way in order to keep clear the real League, and thus bring into relief the work in contrast to other

groups. Permit me to repeat that the National League of Teachers' Associations is an association of associations and not individuals. It has made many studies, major and minor in character, but always in the vanguard of the procession for the true recognition of the classroom teacher and looking courageously into the future for a trained and enlightened teachers body, seeking adequate means for a wholesome living and thus for the children they guide.

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## Department of Preparation of Teachers

Chairman, H. L. Smith, Dean, College of Education, University of Indiana, Bloomington, Indiana.

Secretary, H. Aizawa, Secretary, Imperial Japanese Education Association, Tokyo, Japan.

# TEACHER TRAINING CURRICULA FOR THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING

MILTON BENNION, UNIVERSITY OF UTAH

BY WAY of preface it should be said that teacher-training curricula for international understanding, however perfectly conceived, will be ineffectual unless administered by competent, socially and ethically minded teachers in an institution that has provided a means of securing able students who, under inspiring teachers, can become socially and ethically minded.

While every subject in a teachers college may make some contribution toward better international understanding, some subjects are more outstanding than are others. Among these are the following:

*World literature*, both historical and contemporary, selected from all nations that have a part in present day civilization, oriental as well as occidental.

*Art*, including Handicraft, primitive, ancient, medieval, and modern. The universal aspects of Art and Handicrafts should be emphasized.

*Music*, including music appreciation and history of music. The folk songs and national anthems of both historic and contemporary peoples, as well as the great productions of classical music, should receive adequate attention.

*Games* and other physical activities that have international interest and that tend to unite mankind through the native tendency to play.

*Social geography*, a phase of Human Geography. College courses now current under the name, human geography, generally deal with man's relationship with his physical environment and the interaction between the two. These should be supplemented with the study of the races and nationalities of mankind and the influences of social environment. If this course enters somewhat into the territories of anthropology, sociology, and social ethics, so much the better; this invasion should not be allowed to become an occasion for interdepartmental warfare. The controversy, in case one should arise, should be settled by conciliation that will bring about interdepartmental cooperation.

*Social psychology*. This course should include study of the psychology of groups as such and of group relationships. It is concerned with man as a social being and the psychic influences that determine the behavior of both organized and unorganized groups, the influence of the group upon the individual member, and the methods of social control.

*World history* treated as a history of civilization and including something of the historical development of every race and nation that has made a substantial contribution to the contemporary civilizations of both hemispheres and each of the great continents.

*Biography*, directed readings of the biographies of persons who have made the most outstanding contributions to human wellbeing, physical, intellectual, and spiritual.

*International relations*, with emphasis upon contemporary problems and including study of the League of Nations, the World Court, the Paris Pact, and all other important institutions and measures for civic cooperation in the interest of the common good of mankind.

*Economics*. The interdependence of nations in things material can here be emphasized. The advantages of friendly cooperation in international trade, both in its material and in its spiritual benefits, can be made clear in the minds of students. The ethical aspects of Economics should not be neglected.

*Comparative governments*. It is well for the teacher to have a good working knowledge of his own government; but it is also important that he should understand and appreciate the merits of other civic forms, as well as the handicaps suffered by peoples who have to struggle under backward or reactionary governments.

*Social ethics*, a study of moral judgments concerning the relation of the individual to social institutions and of social institutions to each other. This is a much talked of yet much neglected study. The moral judgment, like the mother tongue, is something for everybody to exercise. We have long since come to the point of giving systematic instruction in the more technical phases of the mother tongue, but we are generally trusting to chance, or to incidental attention only, to develop ability in the student to form correct moral judgments with regard to the very complex social problems of modern life. Teachers, no less than preachers, should have thorough training in this field. This they will not generally get except by a course especially designed for this purpose and taught by one academically and professionally trained for this form of teaching service.

In case the teacher-training course is too brief to include adequate instruction in separate courses in all the subjects here listed and others essential to the preparation of teachers, it is possible to include in the course in Social Ethics many of the most fundamental problems of Sociology, Economics, and Civics, treated from the ethical point of view. Indeed, Social Ethics, like language composition, must draw its concrete materials and illustrations from other subjects. Social Ethics may be so organized as to become an orientation course in the general field of the social studies. Such usage is especially valuable in teacher-training institutions.

Adequate preparation of teachers for developing international understanding calls loudly for a minimum standard of four years of college study and training, a standard already adopted by some school systems. May the contagion of their example rapidly spread to all the world.

### *TRAINING IN-SERVICE TEACHERS FOR A WORLD FRIENDSHIP CURRICULUM*

ELBERT E. DAY, SUPERINTENDENT OF SCHOOLS, MARION, OHIO

In Marion the efforts of the supervisory staff meant much to the success of our anticipated plan. We have two supervisors devoting their time to

exhibit displays of every nature were shown. The yearly work of the pupil was reviewed and appreciated. The creative work done by the children was given special note.

The general plan by which we attempted to train our teachers was as follows: first, there had to be intensive study of the people of the chosen country. (Now they are also studying such subjects as "communications," "games," "transportation," "homes," etc., the object being to discover the contributions of different people to our own every day life.)

In our school our resources are limited and material for comprehensive study is scarce. Our school and public libraries need more reference books. There is a need for a series of books, not texts, in which this material will be collected, organized, and made more readily accessible to the schools.

I wish to emphasise our belief in the effectiveness of establishing World Friendship through gaining a mutual understanding and appreciation of people. It is not impractical for us to have a course of study of this kind acceptable to all nations, all races, all religions, and all political organizations.

This course will emphasize the intimate personal things in the lives of the people of each nation. It will study their homes, their work, and their play. One nation will better understand and appreciate another because it will be familiar with the emotional and spiritual life of the people through their music, their art, and their games. Each nation will acknowledge its debt to the other because of the contributions that each have made to the progress of civilization and the common welfare.

### *RECENT DEVELOPMENTS IN THE TRAINING COLLEGES OF ENGLAND AND WALES*

MISS E. A. PHILLIPS, VICE PRINCIPAL OF AVERY HILL TRAINING COLLEGE,  
ELTHAM, LONDON, ENGLAND

(Abstract of Miss Phillips's address)

Dr. Bennion and Dr. Day have made very heavy demands on existing teachers and on teaching training institutions. Dr. Bennion acknowledged frankly that it was difficult to get needed material for history and geography. I think the acknowledgment should go further, and that we should press for research scholarships in the different countries. How can teachers get acquainted with new materials unless we create opportunities? In England many educators feel it would be valuable for English students to be able to take part of their courses in foreign universities. We want our boards of education to grant scholarships to foreign universities; at the moment we are pressing for facilities to the great German colleges and universities. As it is our students are trained in their own country only. This point must be pressed if we are to go further, as this Federation has suggested.

I think a few statistics will be pertinent to place before you our conditions in England. We have in England and Wales today 108 training colleges, in which are 18,000 students. Of these 108 seventy-two are two-

year training colleges or normal schools and in these are 12,000 or two-thirds of the students. The remaining 6,000 students are mainly in 25 colleges attached to the universities; most of these have a university training before entering training colleges.

Most of the students in our two-year training schools are 18 or 19 years old, coming directly from secondary schools. The work of the training schools is two-fold—preparing the student in academic studies, and giving him actual teacher training. Matriculation is by a “qualifying examination.”

Content of the academic studies is as follows: 100% of the students take English; 96% take French (which is a subject not taught in the elementary schools, and hence not a teacher training subject); 92% mathematics; 87% history; 65% geography; 42% Latin; 40% chemistry; 26% physics; 23% botany; 7% German; 1% music; 1% Spanish; 1% biology; 1% domestic sciences. Note the large percentage of French and the small percent of science.

Do you consider that that is a liberal cultural education? Are those courses of study sufficient general background?

Undue or over-specialization of students in universities makes against their preparation as teachers. It is possible, for example, to take an honors degree in mathematics alone. There are two university degrees—general and honors.

Stephen Leacock's amusing portrayal of Oxford in “My Discovery of England,” explains the process of getting “smoked” under tutors. This tutorial system is the keynote of the Oxford culture known all over the world. And it is this tutorial system that our training colleges are adopting. By this and the academic studies we intend to broaden the student's outlook.

For actual teacher training we have a direct study of the curriculum of the elementary school, and methods of teaching. A three-week period each of the two years is devoted to actual teaching under an instructor in the training school. In my own school (which is an experimental school) we spend also one afternoon every week in the classroom. Here I assign a small group of children to each of my students and they carry on their personal lessons.

All of our students do welfare work in the slums. Such an experience as organizing 200 children in an emergency is excellent training for a 19-year-old girl.

### *SOME POSTULATES, WITH RELATED QUESTIONS, WHICH HAVE RESULTED FROM A STUDY OF THE PSYCHOLOGY OF HUMAN RELATIONS*

H. L. SMITH, DEAN OF SCHOOL OF EDUCATION, UNIVERSITY OF INDIANA

Many of the discussions of the problem of human relations seem to place primary emphasis on the economic, political, and philosophical aspects of the problem. It should be evident, however, that certain phases of the

problem are fundamentally psychological in character. In the following postulates an attempt has been made to state briefly a system of psychology with respect to human relationships. The questions which follow the postulates are intended to provoke discussion on the basic psychological problems involved in the establishment of more ideal human relationships.

I. The individual should be considered the fundamental social unit. The self-conscious and purposive aspects of personality should receive primary consideration. Due to the fact that he is self-conscious and purposive, the individual will more properly evaluate his relations with other human beings.

1. To what extent have the standardizing processes of the present social order produced individuals who are able to cope with the problems involved in the construction of ideal human relations?

2. What are the characteristics of a highly integrated free and rational individual?

3. What part does the social environment play in the integration of the individual?

4. What are the desirable activities that we would have properly integrated individuals perform?

5. In what respects is man not adapted to the present social order?

6. May we say that there is a pre-established harmony between the interests of the individual and those of society?

7. Do the advantages outweigh the limitations of the theory of the give and take relationship between the individual and society?

II. Human nature need not be changed in order to establish more ideal human relations, either locally or internationally. This postulate does not deny the desirability or possibility of changing human nature.

1. What changes in human nature are desirable?

2. From what sources may we derive standards for changing human nature?

3. Will human nature respond to unlimited development?

4. Is emotional re-education desirable or necessary as a prerequisite for the establishment of more ideal human relations?

5. Can pugnacity be sublimated into some desirable type of activity?

6. How may we maintain a proper balance between those impulses which are creative and constructive and those which are possessive and frequently lead to destructive types of activity?

III. The characteristic laws of group behavior can be used advantageously in building more desirable international relations. A given group may be found operating upon one or more of the following levels: on the basis of an instinctive or emotional need, upon the level of left interests, or upon the level of conscious ideals or purposes. In a crisis all groups tend to revert to the first level.

1. To what degree is stability in the social system desirable?

2. In what respects is imitation as an instrument in social life basic to all higher types of social coordination?

3. Is sympathy essentially a conservative agent in society or is it also an agent of progress?

4. What use can we make of the conception of the group mind?

5. Group conflicts in modern times are becoming conflicts of ideas rather than of people. What is the significance of this trend for those who are seeking social control in international relations?

6. What is the contribution of purposive psychology to the social problems involved in international relations?

IV. Certain types of behavior, such as those involved in war and racial prejudice, offer strong opposition to any program which aims at the reconstruction of human relationships.

1. What are the possibilities, psychologically, of outlawing war?

2. Can satisfactory substitutes or equivalents be provided for war activities?

3. What are the possibilities of, and the processes involved in, shifting the national mind-set from war to peace activities?

4. Has any satisfactory solution to the war problem ever been proposed?

5. Are all races of people equally susceptible to racial prejudice?

6. In what ways may we render less potent the physiological bases of race hatred?

7. How much of a racial prejudice is really traceable to other sources, such as the economic, political, and religious?

8. Has experimental psychology made any significant contributions to the solution of the problem of racial prejudice?

V. The creation of an international consciousness can be accomplished upon the basis of a satisfactory solution of the problems suggested in the four preceding postulates. By the term international consciousness is meant a definite and practical outlook upon the life of the world; the ability to see and to feel common interests among all peoples, without in the least denying or underestimating the fundamental differences which exist among peoples.

1. From the viewpoint of psychology, which conception is more desirable, the international consciousness as defined in this postulate or cosmopolitanism?

2. Can an international consciousness be created and at the same time maintain a properly developed national consciousness or patriotism?

3. Can we develop and direct same propaganda effectively in the creation of an international consciousness?

4. To what extent may we expect nations to observe standards of behavior comparable to those set for high grade individuals?

5. Does it seem necessary that we analyze peace behavior into its activities before we attempt to produce these specifics in the behavior of others?

6. What can the average individual do toward the creation of an international consciousness?

## *THE TEACHERS IN CHINA, THEIR TRAINING AND STATUS*

MR. RONALD Y. S. CHENG OF CENTRAL CHINA

(Summary of paper)

Professor Almack of Stanford has well called this the era of the teacher. At first I hesitate to reveal the backwardness of my own country in comparison with your progressive countries, but shall do so for the sake of truth and remedies. Today there is a bright picture of Chinese education in general. In spite of constant political disturbances our school population has grown a thousand times larger than in 1902, the beginning of the modern education system.

In order to understand our peculiar situation we will regard the teacher from a historical perspective. The Chinese teacher has always held a supreme position of honor and love in society. Classical writings often mention the king and the teacher together, as of equal rank. Confucius himself is representative of the true teacher. It was he who gave us the ideal of internationalism and human brotherhood. This ideal is expressed today in most rural homes, as in my own, on the altar: "Heaven, Earth, Sovereignty, Parents, Teacher"—these are the five objects of worship and devotion.

Following Confucius, most of the educational enterprises thru the ages were conducted by private initiative. The professionalization of Chinese teachers is not yet 35 years old.

1. The naive stage (1897-1902). The first normal institute and Peking National University were opened during this period. The first teachers were graduates of missionary schools in China, scholars who had gained knowledge thru translated books, foreign scholars, and students returned from abroad.

2. The Transitional stage (1912-1922). After the overthrow of the old Manchu Dynasty and the birth of the new republic in 1912 there were many educational changes, chief among which was the change in standards for girls. The first girls' normal schools were established. In 1916-17 there were 195 normal schools with 25,000 student teachers.

3. Stage of Nationalism (1925—). Dr. Sun Yat Sen decreed that the Chinese should develop their own educational system, without copying that of other countries. With this came a new educational outlook. The National Association for the Advancement of Education was organized. The First National Educational Conference convened in 1928.

The period of compulsory education for children in China is only four years. At a conservative estimate China has a population of 400,000,000, with 80,000,000 children of school age. Suppose we take only 50% of these for the four-year compulsory education, we want teachers for 40,000,000 children. At present only about 7,000,000 are in school.



At the 1930 conference a 20-year plan for compulsory education and teacher training was adopted; also a plan for adult education. The compulsory education plan will be well on its way to consummation within five years.

The status of the teacher in China today is not what it once was. He is now a government employee with meagre pay, heavy work, with long hours and insecurity of tenure. In our country, as in yours, the rural elementary schools suffer most. Salaries range from \$10 to \$90 per month—a schedule less inadequate when considered in relation to the purchasing power of the dollar in China.

We believe in spiritual and moral force, but not in military force. We are teaching our young how to preserve the best of our culture and to learn the best of western civilization in the hope that we may be able to contribute our quota in the building of a new world. Our nationalist movement is nothing but a struggle for human right and international justice.

## Department of Social Adjustment

Chairman, Selma M. Borchardt, Washington, D. C.

International Chairman, Program of Committee on Commercial Education, Dr. Frances Moon Butts, McKinley High School, Washington, D. C.

## *APPROACHES TO BUSINESS EDUCATION*

EDWARD J. MC NAMARA, PRINCIPAL, HIGH SCHOOL OF COMMERCE,  
NEW YORK

**I**N STUDYING the social approach to business education it is necessary to keep in mind the way in which business education contributes to the welfare of society. The student who comes from high school with an antisocial point of view, with a feeling of antagonism against the present order of things or with an inability to get along with others has missed the most important element in his education. It is necessary to secure as one result of education a social mindedness on the part of pupils and business education accomplishes this.

One of the aims of education in the present day is social efficiency. This means that young people must be prepared not only for citizenship but for life as a member of a family, a club, a vocation or a church. It does not indicate that all should be turned out in the same mold or that education should be standardized. It is only when individual powers are developed that we get the greatest social efficiency. Social efficiency has been contributed to by the schools in two ways. The curriculum has become a socializing agency and the methods used in teaching business subjects have contributed their share.

In a world in which the dominant problems are those dealing with economics and business, business education offers an understanding or environment and a power to function that is denied to those who do not have the opportunity of enrolling in a business course.

Business education is rapidly being considered our present-day liberal education. The subjects in our curriculum such as salesmanship, advertising, business law, etc., are all rich in social significance.

The methods of teaching used in modern business schools are such that they bring out the interdependence of one worker to another. Business education is one of our most potent agencies for developing social efficiency.

### *AN APPROACH TO A PHILOSOPHY OF BUSINESS*

LEE GALLOWAY, VICE-PRESIDENT, ALEXANDER HAMILTON INSTITUTE AND  
MEMBER UNITED STATES CHAMBER OF COMMERCE

Philosophy is a rationalized guess aimed at an explanation of anything in terms of its fundamental nature and ultimate objective.

A synthetic age demands that materials, institutions and ideas be first analyzed into their basic elements. It is only thus that phenomena connected with seemingly non-related spheres of activities can be classified and compared intelligently.

Business, if it is to have a place in the field of worthy, intellectual speculation, must possess those fundamental elements that bear directly upon life and its purposes.

An approach to a philosophy of business, therefore, demands that we accept certain postulates which our own social organization has accepted as being fundamentally necessary so far as its institutional life outside the field of economics is concerned. May we assume then that religion demands a basis for spiritual aspiration, that education depends on the open mind and the scientific method; that a government of the people, by the people and for the people must be based on a doctrine of equal opportunity, and a firm belief that security depends upon the effective administration of the law; and finally a sane mind in a healthy body. These are the great central objectives around which the major social institutions of religion, education, government and law, and health preservation have grown and developed. Any new force which would obtain social sanction as an institutional factor must prove its right to this recognition by showing that it performs a social function of institutional magnitude and has raised itself to a position of importance in the cooperative scheme of mankind.

It is perhaps not difficult to show the magnitude and universality of the force which lies in the economic needs of mankind. The importance of the part which the maintenance of life played could not be denied along with race propagation and life protection, the other two members of the trinity of primary human functions. But, for one reason or another, the maintenance of the life function has been neglected comparatively. That is, it has been left more or less to itself with little or no direction from a social point of view. It is not strange, therefore, that the pecuniary system or business through which mankind made its living became an outcast among the social institutional forces—while the functions of "life propagation" and "life protection" were endowed with supernatural attributes. The family became the guardian of Lares and Penates and the rulers of state worked by Divine right. Life was divided, like ancient Gaul, into three parts—the soul, the mind and the body. And because the body appeared to be most closely related to economic necessity, it also became an outcast in the realms of those institutions where systems had been developed to enthrone The Family, The Church, and The State.

Family prestige, spiritual authority and state control looked upon mental and spiritual attributes as superior and more efficient life elements than that furnished by the physical body. The body might depend upon its environment—economic and otherwise—but not so the mind and the spirit. These latter waxed strong and grew in poise and grace by ignoring the physical and devoting themselves to contemplation of abstractions and keeping in touch with the infinite. All this, of course, has important educational bearings, but it is only necessary to mention here that education always follows the course set by the dominant institution of the time and exerts its influence in the direction of that institution's objectives. Thus it was that the still dominant influence in our educational system which emphasizes certain types of "cultural courses" got its start and obtained its vigorous and sturdy development. And now that a new era in our develop-

ing civilization is upon us, with its new urges in the direction of a new dominating institutional force, many people feel that the foundations of society are crumbling. The human race, and America in particular, is finding it necessary to extend the foundations of its institutional structure and accustom itself to an enlarged point of view and a social outlook that brings all the life functions into perspective. A new social influence in the form of an organized system for the direction, development and control of the economic function of mankind has grown up in the form of Business Enterprise. No longer is the function of life maintenance to be left an outcast—an Atlas, but a slave chained to the institutional systems of the State, the Church, or the Army. Life maintenance is something more than physical maintenance. It includes the maintenance of the mind and the spirit as well and business is much more than a pecuniary system by which physical goods and desires are produced and evaluated. Business is concerned with the exchange of commodities of the mind and spirit as well as with "goods of commerce," and with its system of evaluation based on a pecuniary standard, business has contributed an element to social cooperative efficiency and individual welfare second only to the great ethical standard, the Golden Rule itself. It is in this primary sense that business is entitled to be classed as a social service and not because a business man delivers his goods on time for a price. The fundamental nature of business, then, is to render a social service by raising the cooperative effort of society to a high degree of efficiency through its system of pecuniary evaluation of human wants and desires.

The importance of thus analyzing the subject is evident the moment one is challenged to interpret such familiar phenomena as unemployment, profits, industrial depressions, unbalanced production, defective distribution and poverty. Furthermore, it discloses that business, through its relationship to the institution of economics and the function of making a living, rests directly upon one of the primary activities of mankind necessary to human existence. Hence, both in its nature and its service to mankind, business lies directly in line with religion, education, government and all institutional forces for promoting civilization as a proper field for philosophical speculation.

But one might ask, "How does this bear upon a social approach to education?" Simply this,—that business as an operating social institution has become not only the dominating institutional influence, but through the necessities imposed upon its operations due to the very nature of business enterprise itself, business furnishes the most fertile field for the exercise of the learning process. Business policies, business organization, business practices must always be poised for change. It is the only social system which dares not become set in form, practice or prejudice or become institutionalized. Business enterprise would commit suicide if it attempted to turn education into a special institutional channel. Adventure, research, scientific method, trained observation, the open mind, tolerance, disciplined

imagination, a fair field and no favors in the belief that truth, like goods, is best tested in the open market, are among the factors which make business the true ally of education. Business recognizes change as the normal state of all life—individual, as well as social. The business “budget” is but a concrete and practical expression of the underlying necessity for meeting these changes by a planned foresight. Where would education as “a novelty developing stream of unique events” find a more congenial environment than in a society dominated by an institution dedicated to the principle of constant adjustment, alert to changes and appreciative of those mental characteristics which disclose a high degree of judgment.

### *EDUCATION FOR BUSINESS, ITS SOCIAL AIMS AND RELATIONSHIPS IN THE GENERAL PROGRAM OF EDUCATION*

IRVING R. GARBUTT, DIRECTOR COMMERCIAL EDUCATION, CINCINNATI PUBLIC SCHOOLS

(Abstract of paper)

All regularly organized programs in education must be recognized as institutions created and maintained to serve society. This is especially true in Education for Business, because the kind and quality of a business man's thinking is society's chief asset.

In a democratic society, organized education must be based on at least two fundamental principles: An equal opportunity for all, and freedom of choice, based on the philosophy that all things within the range of human capacity are useful, and that education may enrich them all, remembering too that all study is educational and that utility does not lessen its value.

Education for Business may be defined as the process of training the normal youth who pursues it, with such knowledge, power, and skill as he can reasonably be expected to find useful in his immediate endeavor to earn a living in a recognized business activity. In the schools of today, where this training is offered, education for business must share with general education the responsibility of determining the place and the efficiency of the individual in society. In our modern schools both forms of education may and should be pursued at the same time. The one ideal or objective should be training for efficient citizenship.

Education for Business is specific or separate only as it excludes the other forms of education. This means training only in one or more of the skills of routine office service. This type of learning still exists in some places and in some schools. Its aim is strictly vocational and its defense is justified only under stress of economic conditions affecting the pupil or that the pupil has previously had a more general training and is already in possession of a general education.

The scheme of the curriculum must take account of the adaptation of studies to the needs of the existing community life; it must select with inten-

tion of improving the life we live in common so that the future will be better than the past. The curriculum must be planned with reference to placing proper emphasis on the essentials and the refinements. The things which are socially most fundamental, that is, which have to do with the experiences in which the widest groups share, are the essentials. The things which represent the needs of specialized groups and technical pursuits are secondary.

The course of study should provide the materials which are necessary to the realization of those ideals, attitudes, interests, kinds of skill, and attributes of character which we set before us as the aim of education.

The study of the nature and origin of the subject matter of education has shown that a very great variety of material is available for present use in such remaking of experience as will offer at least a moderate amount of satisfaction to the needs of today. The general character of this material is such as to suggest that it may be used for the purpose of making the oncoming generation what those of the past have been, and more. If not, the schools have failed; failed in the use of funds intrusted to them, and failed in their service to the child.

### *JAPAN*

INABA KIKOROKA, TOKIO

It is known that Japan is an old country, yet it is also known that she is a new country. An old country has many traditional ideas of its own and for a country to be new it means that these traditional ideas are undergoing changes into new forms. If it is necessary for a country to abandon its old traditions in order to receive new cultures from other countries, Japan today cannot be said an old country. What then is meant when we say Japan is an old and new country at the same time? There are many who criticise and lament that Japan today is losing Japan of old, entirely from existence by the introduction of European and American culture and civilization in its material form. It is a clear and plain logic that for a country to receive things new it must somehow remodel the old, and if Japan just entirely gives up the old in order to acquire the new, we might have lost sight of historical Japan of old and its gradual development. However, I am happy to observe the fact Japan is constantly changing into newer country but at the same time it is retaining in its entirety the spirit of old Japan. The question before us, is therefore, what are the underlying influences that enable Japan to keep on growing and developing by adopting new things from other countries yet retaining her own things of old. There are many phases and explanations to be had on this question but I have sufficient time this morning only to express my own views very briefly.

The Japanese people possess, it is conceded, a certain degree of power of intuition. They are endowed with artistic genius and biological as well as psychological ingenuity; it is intuitional ability to grasp a thing even when the theory is not clearly understood. Such is predominant characteristic shown all through the artistic life of the nation. In the political, economical

and educational systems as well as scientific and mechanical fields Japan has shown the power of intuition by importing the learnings of the western world and adopting these in perfect harmony along with the civilization of the old Japan. The history proves my views. As old as some thousand odd years ago Japan had borrowed Confucianism from China and by assimilating the doctrine adopted it into the foundation of ethics of the nation, not to speak of governmental systems and cultures; likewise, introduction of Buddhism and its subsequent conversion to fit into the Japanese mind and environment; the same can be said of the Christianity. Broad-mindedness to receive and adopt cultures, systems and ideas of other countries is a national trait peculiar to Japan. It is, therefore, not surprising that Japan has made such a great stride and progress during the last sixty odd years by introducing and assimilating the modern European and American cultures. Aside from these characteristics we Japanese can sit down and enjoy American dishes, French delicacies and Chinese cooking and we feel quite at home. We consider ourselves one of the most internationally inclined nations. Such state of mind is none other than a true expression of friendly feelings the Japanese people entertain in their hearts toward other peoples of the world. Along with adaptability and abilities to imitate, assimilate and contrive, the Japanese are considered to be a gentle and graceful people; painting, sculpture and other work of fine arts of Japan symbolize these last mentioned qualities. In Japanese language, one finds few vocabulary denoting cruelty, indeed I have but one or two adjectives at my command to add to the meaning of the word cruel. It follows, therefore, imaginable conflict between the old and the new does not often materialize; instead, while they are rubbing each others elbow a gentle and amicable solution is reached.

Autocracy is autocracy anywhere at any time, but in its actual operation and true meaning there are differences among forms of autocracy. The autocracy as practised in Japan is not founded on militaristic power nor at least force of arms is not of prime importance. The Imperial House of Japan is not, has never been and will never be occupied by any one other than true descendant of the Imperial Family, which, from the time even before the history, has kept up its one and straight lineage without a single break at any time during a period of over 2500 years. Imperial House is indeed the center of the nation and religiously revered by the entire race. There is no incident in history that shows the Emperor has ever crossed swords with his subjects in order to assert his Imperial Sovereignty. The Imperial House had at any time no castle to defend itself against the enemy, in fact, no defending walls nor large army of guards were ever built or maintained to secure the Majesty; citizens as the children, Mikado as father, conflict is out of question and the peace always prevails between them. If there were warfares in Japan, and they were fairly numerous at times in old Japan, they were among his subjects fighting for positions to better serve the Imperial House. A man has his own family name, principally to distinguish one family from the others, but within the family such name is superfluous; you do not address your father by his name and he does not address you,



his children, by your family name. The Emperor of Japan had at any time no family name and it was not necessary to have one, because his Majesty and his ancestors were always an object of the most sacred reverence and distinguishment from others and line was clear and definite. The Emperor of Japan is not an Emperor because of his personal qualifications as to the matters of power, knowledge and intelligence, but because of his lineage unbroken through all ages and as such the traditional ruler of the race. Some people may call this a blind obedience, but with the Japanese people it is with a complete and thorough understanding—so-called national conscience—that his Majesty is regarded as the father, lovable and gentle, of a large family. What chance will a doctrine like Communism have in a country like this? Confucianism, Buddhism and Christianity each had its difficulty when first introduced to Japan, but in a very short period of time these teachings were accepted into the foundation of the national life of Japan only because these teachings were in accord with the spirits of love, mutual understanding and sympathy as existed then between the Imperial House and the mass. Take the case of Democracy. A doctrine proclaiming increased power of people and public opinion, as the Democracy maintains, will not be tolerated even for a short period of time in a country with the usual form of Autocratic Government, yet in Japan, Democratic ideas are deeply transplanted and modern tendencies of the people are getting more and more Democratic, but this Democracy in Japan did not have to be forced upon the people by law nor by militaristic power. It was accepted without any reservation and assimilated and it is there in Japan to stay.

## **Department of Rural Life and Rural Education**

**Chairman, W. Lloyd Pierce, Llanfaircaereinion School, Wales.**

**Vice Chairman, P. de Vuyst, Minister of Agriculture, Brussels, Belgium.**

## THE PROBLEM OF CENTRALISATION IN SCOTTISH RURAL EDUCATION

BENJAMIN SKINNER, M. A., FORMER PRESIDENT, EDUCATIONAL INSTITUTE  
OF SCOTLAND

THE PURPOSE of this paper is in the most summary way to consider how provision for rural education can be improved and at the same time whether a policy of Centralisation is likely or not to offer a satisfactory solution of this pressing problem. We in Scotland have been accustomed to assert that the national birthright of every Scottish boy and girl of good ability includes an indefensible claim of access to the highest educational opportunities which the country has to give. "Stands Scotland where it did?" If not, can it regain its enviable position?

Every Scottish child must by law attend school, or receive a suitable education elsewhere, from his fifth to his fourteenth birthday. Normally, what is called Primary Education includes three stages, Infant stage for ages 5 and 6; Junior for ages 7, 8, 9; Senior for pupils of 10 and 11. About the age of 12 pupils of average ability pass by internal or external examination into what may be called Post-Qualifying courses. Some would like that all Post-Qualifying education could be called Secondary, but until the legal age for leaving school is raised to 15—a proposal to do so was defeated in Parliament in 1931—differentiation must continue and for each "qualified" pupil a choice must be made. Pupils who are to leave school on attaining the age of 14 follow a course leading to the Day School Certificate (Lower). Their subjects of study are English; some form of Mathematics; experimental Science usually combined with school gardening; Benchwork for boys, Domestic subjects for girls; Drawing with Music and Physical Exercises. Owing to various causes many pupils qualify late and may therefore be for much less than two years in such a Post-Qualifying course. Pupils who can afford, or who elect, to continue their education for three years are in a position to follow a better-balanced, more educative and more complete course where such exists. All of them study English; Mathematics, which includes Geometry, Algebra, Arithmetic; Experimental Science; Art. The great majority also study one or two foreign languages, chiefly French and/or Latin. Those who do not take a foreign language have time for additional practical work e.g. Science, Gardening, Benchwork. All alike take Recreative Subjects, and at the end of a three years course are eligible for the award of the official Day School Certificate (Higher). Or they may continue at school and study for the Group Leaving Certificate. Such pupils may for our present purpose be left out of account as only a small proportion of Rural Schools provide Leaving Certificate Courses.

An important point to note is that pupils of school age—5 to 14—cannot legally be called on to travel more than three miles to school. If an Education Committee decides that pupils attend a central school at a distance, the expense of daily travel must be provided or suitable lodgings must be available free of cost to the pupil.

Every Education Committee must satisfy the Scottish Education Department that it has made suitable and adequate provision of facilities for higher education in its area. These facilities must include accommodation, equipment and staff for all the usual subjects, with special regard to practical subjects such as Experimental Science, Domestic Subjects, Benchwork, School Gardening. More particularly since the Great War, the expense entailed in providing modern equipment and well-qualified teachers is very considerable. There is therefore great temptation to try to discharge responsibility by centralising Post-Qualifying instruction as much as possible. As an attraction, Education Authorities supply for transferred pupils means of transport. *e.g.* bicycles or motor 'buses specially hired, or they provide free tickets by train or 'bus, and, where necessary, award Bursaries, which would more correctly be called Grants-in-Aid, to help to defray extra outlays, such as luncheons, books and even clothing. Additional incentives to attend centres are offered in the way of specialist teachers for each subject or group of subjects, well-equipped laboratories, art-rooms, gymnasia, playing-fields. There is no uniform policy among Scottish Education Committees in the matter of Centralisation. Some counties have on paper a policy of almost complete centralisation. In these areas expensive buildings and lavish equipment have been provided or are proposed. Every inducement is offered to make pupils enrol at a central school. This policy has however produced at least one unexpected though natural result. In practically every Higher Grade or Secondary School—these are the official names for schools providing complete courses of three or five years' duration respectively—the experience of the last decade has clearly demonstrated that there is a very considerable proportion, at least 50% of pupils who should never have been induced, or allowed, to enrol. These pupils have neither the required outlook nor the mental capacity requisite for the successful pursuit of any of the more or less academic curricula usually provided and regarded as most popular in the central school.

Let it be granted at once that theoretically and in certain circumstances a strong case can be made for the policy of centralisation. The larger school building is much more likely to be of modern type, and with its pertinents, is more likely to be kept in a decent state of repair. The sanitary arrangements will be such as to support, not detract from, the efforts of the teachers to produce a healthy sentiment among the pupils, and therefore in the community, in favour of decent living. Equipment in the way of rooms for several kinds of practical work, aids to the study of Art and Music, playing fields and other desirable features of a school that is to prepare for community and social life are likely to be more readily afforded for the larger centre. In the second place it is hardly reasonable or even practicable to expect that Post-Qualifying education can be efficiently carried on in a two-teacher school. (It is manifestly impossible in a one-teacher school.) In such cases several Scottish authorities arrange for pupils to be transferred to one or more neighbouring schools as soon as they are able to walk or cycle the

longer distance. So long as the transferred pupils can reside at their own homes and precautions are taken to see that their material comforts are secured, for example in the way of a mid-day meal and reasonable protection from the effects of bad weather, such a minimum degree of centralisation may be tolerated. In these small schools and even in larger schools a strong case for centralization can be established in regard to pupils who are definitely intended to continue their studies after the compulsory age for leaving school. With the consent of their parents and the provision of the necessary means for securing their comfort in travelling, maintenance and so on, such pupils may profitably be transferred at an earlier age even than twelve.

### *THE PLACE OF THE ONE-TEACHER SCHOOL IN THE UNITED STATES*

M. M. GUHIN, DEAN, TEACHERS' COLLEGE, ABERDEEN, SOUTH DAKOTA

Under present economic conditions in most farm states, consolidation of rural schools is not a pertinent question and will not be for years to come. Advocacy of consolidation in most agricultural communities at this time would raise the question of the sanity of the advocate. In recent years there has been an actual loss on consolidation in that several farm communities have withdrawn from consolidated districts and re-established one-teacher schools. In view of the fact that there are about 150,000 one-teacher schools in America, and that there is no prospect that the number will be materially reduced while the children now in the grades in these schools are completing their grade work, nor in most cases the next generation of grade children, it would seem that those interested in education should help rather than hinder the work of this institution—the only institution provided, for the education of the majority of farm children.

Consolidation, alone, is no assurance that rural education will be improved. As state director of rural education, I inspected some consolidated schools, housed in expensive buildings, in which the work done did not compare with the work I saw in one-teacher schools. America is too prone to solve its problems by using *words*; a certain "system" is advocated as a miraculous panacea; a "law" will eliminate all evil; a "method" will cure all the inefficiencies in instruction! The success of a school is not measured in terms of the form in which the district is organized nor the name by which the school is known. The most vital factor in any school is a teacher with strong personality who knows the subjects she is teaching and how to teach them, and who considers citizenship training the big objective of the school. A teacher with initiative, resourcefulness, forceful personality, organizing ability, inspirational power, tact and an insatiable longing to mould the lives of children into nobler manhood and womanhood will have a good school, whether it be in a little one-room building on South Dakota prairies, or in the centre of New York City. Moreover, there are certain inherent strengths in the one-teacher school which make it possible to have a *better* school in the former

than in the latter case. These advantages have been almost wholly ignored in our near-fanatic advocacy of consolidation.

The one-teacher rural school approaches nearer to actual life conditions than any other school, city or consolidated. Life is not on a "grade-level"—it is "all mixed up." The average education in America is still less than an eighth grade level; the rural child, therefore, has eight years' experience in human contacts, parallel to those he will have as an adult. In the one-teacher rural school, as a lower grade pupil, he has unconsciously developed a certain deference to, and an imitation of, more mature pupils; and in the higher grades he has developed an attitude of solicitude, a guidance tendency and kindly protection towards the younger children. A recent magazine writer stated that "America's youth are too much on their own"—their ideals, ambitions, aims, conversations, amusements, standards of conduct, are too much determined by their "age-like" associates. This is not true of the one-teacher school pupils.

The one-teacher school is more nearly like family life. There may be families with eight, ten or twelve children of varying ages; but there is no family with eight, ten, or twelve of the same age. In short, the one-teacher school is more nearly like *life*, real life, than an "A first" or a "B second" grade room can possibly be. If there is the essence of truth in the statement that "Education is a mode of living and thinking," the way children live is a vital factor in education.

The lower grade children in the one-room rural school profit daily by "listening in" to work in the higher grades. I never realised how much this "Pre-view work" means until I tried to find a class in the rural demonstration schools associated with Northern State Teachers College that knew absolutely nothing about decimals—needed for demonstration purposes in a methods class. I could not use any fifth or fourth grade class, and finally picked a weaker third grade. While doing some preliminary work with this class I was astounded at an interruption by little eight-year-old Anna Mae, "You forgot your decimal point." Replying to the question, "How do you know it is a decimal point?" she said: "I heard the sixth grade call it a decimal point." In showing history slides for the benefit of grammar grade pupils, I discovered that the first and second grade children were among my most attentive listeners!

The one-teacher school promotes, in fact demands, *individual* effort of the pupil. At the worst the teacher cannot be talking to the class more than one-sixth to one-eighth of the time; the remaining time is spent at the study seats. Professor Thomas of Fresno says: "The goal of all teaching technique is whole-hearted self-activity of the pupil on the process upon which the desired outcome depends." There is no school in which this principle is more likely to function than in the one-teacher school conducted by a teacher who realises that her task, primarily, is concerned with organizing, motivating, directing and checking work which the children do when not reciting.

In the one-teacher school the *individual* child is taught not as a "composite child" embodied in a "class." There is little "mass instruction" in the one-teacher school. The teacher is concerned about "John" or "Mary" rather than the "third grade." The silent influence of an inspirational teacher who guides the destinies of the children, as entities, not merely in the acquiring of knowledge and skill, but in character development, is beyond our power to appreciate.

It is true that the one-teacher rural school is lacking in adequate supervision; but there is a growing demand for supervision—and of the *right* kind, the "helping teacher" supervision. Supervision came into vogue when new subjects were introduced which the teacher was not qualified to teach—and has been self-perpetuating. Dire as the need for supervision in the rural school is, I would prefer to see this condition continued than to see the individuality of the rural teachers' work destroyed by dictatorial supervision. The remarkable professional pride in achievement, originality in methods, initiation of projects and pride in her work which characterizes a good rural teacher are, I believe, largely due to the responsibility which she has been forced to assume. The efficient rural teacher is a most versatile worker. She is primary supervisor, drawing supervisor, music supervisor, and athletic coach; she is school nurse, playground director, and librarian; she is janitor, assistant to the county agent, and assistant to the county home economics director; she is the interior decorator, head carpenter, and purchasing agent of the school; she is, usually, the community leader and director of community singing; she is the school dietician, school doctor (in detecting a contagious disease), and responsible for school exhibits at the county exhibit. She needs a "helping teacher" indeed; but she does not need an autocratic, over-critical, "know-it-all" supervisor who will take away from her the divine satisfaction in accomplishment that she now has.

The "typical" box car, cross light rural school building is no longer typical. A report from Superintendent H. B. Melcher, of Brown County, South Dakota, shows there are 150 rural schools in the county, of which seventy-two have modern school buildings. Every school in the county has a nine months' term. Every teacher in the county is a member of the State Association. The average salary of rural teachers is \$106.49 per month. The average teaching experience of teachers is 4.5 years. Eight new school buildings were erected during the past year—a year of financial stress, low prices and poor crops in our county. There are only eight teachers in the county who do not hold a first grade certificate, or better.

## AGRICULTURAL EDUCATION

M. DE VUYST, BRUSSELS

The intensification of the agricultural progress and all that which concerns the rural life is of a primary importance from the point of view of the economic and social equilibrium of the nations.

As a very general rule, it is better that each one should progress as well as possible, in his condition, in his circle, and that the uprooting be reduced to a minimum.

In several countries a movement was started in favor of a more intense and better understood rural teaching. Here and there, there is a beginning of attainment, but far yet from the final purpose.

The private and official international organizations work hand in hand for success.

I will close in calling your attention to the understanding between country schools, which takes place in Belgium to stimulate the agricultural teaching and more recently the joint action started by the Union des Interets Economiques de France, between the male teachers and female teachers to combat the rural exodus. The question given was the following:

How can you by your teaching and by the authority of which you are possessed among the population in the midst of which you live contribute to stop the rural exodus?

It is evidently inside the school and on his pupils that the teacher will have the most influence.

He must then inculcate in them, directly the love of the land in showing them the charms of the life in the country and in comparing the working conditions in the cities and those in the field, comparing much in favor of the latter.

The different matters taught will be for him so many opportunities for this great objective lesson; the teaching of languages, history, of morals, arithmetic, sciences, drawing, will contribute to give to his pupils rural soul.

But more than all, the teaching of agriculture, rational and simple, will make it easy to handle for the future farmers, all the resources that the land offers.

Outside the school, on the parents, on the former pupils, the teacher can exercise a real influence, although less directly. He must first teach the farmer, show him the true gifts of life in the country, unveil the lies that the city temptations offer. He must also advise; advise the employer in order that he better the material and moral conditions of his men; advise the parents, so that they can retain their children, if necessary, by remunerating them reasonably.

He will learn the ways to improve the villages and houses and to make life more healthy, more lively, a few recipes for the kitchen, even of good style and fashion, would not be out of place.

He will organize social meetings, syndicates and cooperative meetings. But all this action will not have a useful bearing unless the teacher can work himself in the domain; example remains the most powerful action.

The special professional agricultural instruction and agricultural management should be encouraged everywhere.

The committee of the rural education of the World Federation of Education Associations should make an effort to generalize the application of all these valuable counsels.



*RURAL EDUCATION AND INTERNATIONALISM*

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Worldmindedness, internationalism, is desired by all thinking people. And, when means are sought, it is assumed that public education will be the vehicle through which this ideal may be reached.

America is making some progress in education for world citizenship. Our United States Commissioner of Education reviewed our activities and programs for worldmindedness in 1928. He found the public schools giving much time to social studies, many prospective masters and doctors of philosophy studying the problem, a few notable school projects, and some interchange of students with Europe and other regions. But he includes but about a dozen outstanding city school systems in his report, and the impression gained is that the total of effort along this line is not widespread. Carr, in his Stanford University study, no doubt gives a truer picture. He says, "That very little is being done in most of our schools to train children for world citizenship is obvious enough to even the most casual observer. A closer study of such aspects of our school system as courses of study, textbooks, and methods of teacher training will but serve to make the first impression more definite. That a few teachers and a few school systems are exceptions to these statements does not impair the generality of the truth. The study of international relations, for instance, is almost neglected in our public schools.

A number of surveys of the attitude of public school pupils toward internationalism have been made in America. That of Dr. Neumann, including over a thousand cases in five states, will be cited. His findings may be summarized as follows under nine concepts checked.

1. Racialism

- a. Tendency to feel mentally superior to negroes
- b. Denial by a majority that backwardness is the result of mental deficiency
- c. No strong feeling on the part of the pupils that our superiority gives the right to interfere with weaker nations' rights

2. Nationalism

- a. Strong nationalistic tendencies, with very real limits
- b. Strong opposition to Communists; a belief that they should not be allowed to propose their doctrines in America
- c. Strong fear for the welfare of this nation and suspicion of what other nations may do
- d. Strong pride in our nation
- e. Desire for the United States of a status among the nations of the world
- f. Association of patriotism with fighting

- g. Failure to see that America has sometimes been unjust in dealing with other nations
- 3. Imperialism
  - a. Indication of a definite anti-imperialistic tendency
  - b. A belief that weaker peoples should be helped so that they can manage their own affairs
- 4. Militarism
  - a. A strong feeling that America should help bring about international disarmament
  - b. Emphatic denial that the highest type of patriotism should keep us from ever going to war
  - c. A tendency in favor of spending huge sums of money for preparedness
  - d. A belief that we should prepare for war
  - e. A belief that the highest type of patriotism calls for willingness to fight for country, right or wrong
- 5. Public Opinion
  - a. A feeling that pupils should be instructed in international affairs
  - b. A belief that newspapers should be honest
  - c. An opinion favorable to open diplomacy
- 6. Recognition of Rights of Other Nations and Peoples
  - a. Evidence that on the whole the pupils show a real tendency to appreciate the rights of others, but that this tendency does not carry them so far as to countenance an infringement of their own rights
- 7. Appreciation of Other Peoples
  - a. Recognition that others' ways of doing things may be as good as their own
- 8. Attitude toward International Cooperation
  - a. Cooperation good in theory, but not so good in practice; fearfulness on the part of the pupils for the welfare of their country
- 9. International Goodwill and Humanitarian Ideals
  - a. Evidence of few hatreds and bitter prejudices
  - b. A belief that America should promote interests of mankind
  - c. Evidence that when nationalism is not affected, these pupils have strong tendencies toward humanitarianism.

An examination of these 26 summarizing conclusions, reveals about a dozen favorable to narrow nationalism in contra-distinction to a desirable worldmindedness. Studies among college groups, notably that of J. C. Manning at the State University of Iowa, show about the same level of attitude. The fact seems to be that, among high school and college youth, generally held, deep-seated prejudices and antipathies are not found. There is instead a condition of lamentable ignorance of issues involved. Any opinions held and expressed most often are the result of purely irrational and verbal thinking, and do not result from a body of well-considered reflective

evidence. This seems to point to the need of adequate information in this field, properly disseminated to adolescent groups.

It would seem that, since the ratification of the Pact of Paris, the public schools of all nations involved must necessarily take account of the solemn agreement of their governments that all disputes shall hereafter be solved by pacific means alone. This should affect the citizenship objective of every public school system to train youth for that larger participation in the great world society which is inevitable. It is only a question whether the next generation shall be ignorant of what this new broader standard implies or shall be prepared by adequate knowledge of the personality, attitudes, and customs of neighbor peoples to cooperate effectually toward peace and prosperity for all.

### *THE ORGANISATION, STAFFING AND EQUIPMENT OF RURAL SCHOOLS*

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The Primary School in rural areas presents many problems of its own. In the first place, in its present position, the rural school is an "all-age" school, and owing to the composite character of the groups or classes it is by no means an easy matter to organize a small primary school effectively so as to maintain a progressive course of instruction. However small a school may be, it contains children who differ widely in age (ranging from the age of 5 to that of 14) and in ability.

Group teaching becomes almost impossible, and the teacher has to plan the provision of sufficient oral instruction and practice for each pupil and at the same time make adequate provision for sections or groups of children who are at the moment not under oral instruction.

Another factor which increases the difficulty of organization in the rural school is that it includes the children of every class of the community. There are

- (1) Those who will eventually pursue a course of higher education for the purpose of entering one of the learned professions.
- (2) Those who may look forward to taking up situations in industry and commerce away from home.
- (3) Those who for various reasons will seek such employment as the rural area offers.

It is evident that vocational instruction is obviously impossible under these circumstances, even were it desirable. There is an idea abroad that some scheme of education should be devised and applied in the rural schools which would prevent the migration from country to town. To adopt such a scheme would be to work injustice, for in this way obstacles might be placed in the way of the country children doing the best for themselves.

## Staffing

Very many small schools are under the charge of Uncertificated Teachers. In a great number of cases motives of economy have their part in these arrangements, but there are others in which it has been found impracticable to obtain satisfactory Certificated Teachers. For instance, Salary Scales have undoubtedly affected the supply, and again women often find difficulty in securing suitable living accommodation. In consequence of the latter some Authorities have appointed married teachers resident in the area. Further, the small primary schools in rural areas suffer from the fact that their existence is almost completely ignored in the scheme for the training of teachers.

The small rural primary schools require a special technique in organization and teaching based largely on the application of group and individual methods. The final difficulty in the matter of staffing rural schools arises from the few opportunities for the teacher for self-improvement and social intercourse. A combination of all these factors has resulted in a very real problem in the matter of staffing the rural schools. Methods by which this state of affairs might be remedied to a great extent will be suggested.

It is not sufficiently recognized that the cost per unit of average attendance in the small elementary school is much higher than in the larger school, and that the smaller the school the higher the cost. The provision of Grants in aid of schools in rural areas is palpably inadequate because of the exceptional difficulties of supply and organization. In dealing with the equipment it is impossible to pass by without comment the unsatisfactory condition of very many of the school buildings in rural areas. Many of them were planned and erected at a time when the ideas of what was essential in a school building were different from what they are to-day. Much improvement is needed in the matter of ventilation, lighting and heating and in the matter of cleaning. Desks of antiquated design are still in use in many of the rural schools. The seats in such desks are often either too high or too low, and the surface of the desk itself slopes unduly and is thus inconvenient for practical work. In a great many schools there is a paucity of supplementary books for general reading and for illustrating various aspects of the school work. A supply of such books is vitally important in the rural school as many of the children will have no other books, except such as may be found at home, as they will have very few chances of access to a Public Library.

At this point it would be well, perhaps, to summarise the defects in the organisation, staffing and equipment of the rural schools, and then proceed to consider ways and methods by which these defects might be removed or at least lessened.

### Defects in Organisation

1. The wide age-range of the school often tends to make group teaching impossible and therefore a well-organised course of individual work in definite study is essential.

2. In one-teacher schools the infants are in the same room as the older children. This has a distinct tendency to retard the development of a small child.

3. In rural areas late entry and irregular attendance and the migration of the family from district to district increases the difficulties of organisation.

4. There are a number of environmental handicaps arising out of lack of sleep and overwork out of school hours to be considered.

5. Other defects—unsuitable premises, inadequate attention to individual children; setting tasks to children before they are ready for them; inadequate classification, e. g. bright children doing the same work as the less bright.

### Defects of Staffing and Equipment

1. The standard of staffing of rural schools is markedly lower than that obtaining in urban areas. The percentage of uncertificated teachers is high and of these a remarkably large proportion are women. A relatively high percentage of supplementary teachers are employed as teachers of infants.

2. The classrooms in the rural schools are inadequately furnished and are not easily adaptable for various forms of activity.

3. Owing to the lack of adequate facilities in the small school for the teaching of practical subjects, such as Cookery and Handicraft, the instruction in such schools has tended to become too literary or academic in character, while the manipulative training of the child has been impracticable.

4. One of the most urgent needs of rural schools generally is an abundant supply of suitable books and a library for reference and general reading. Adequate equipment for the teaching of Music and for the infants' class is often lacking.

Having thus briefly sketched the most noteworthy defects, it remains to suggest remedial measures necessary towards overcoming the difficulties and eradicating the faults.

1. In all primary schools, including even the smallest rural school, there should be a well-defined line of demarkation between the younger and the older children. The infants should always occupy a separate classroom, and should be placed under the care of a mistress with special knowledge of modern methods appropriate to this stage.

2. In rural areas a number of teachers engaged in teaching infants have had no opportunity of becoming efficient in modern methods. Such teachers should have the benefit of the advice and personal instruction of an Organiser and Adviser of Infants' Departments who would regularly visit the schools. In order to encourage and stimulate the teaching in general,

fuller opportunities for self-improvement and social intercourse should be provided for the teachers. Demonstration teaching should be introduced either at a Centre or in schools visited by an expert teacher, and Refresher Courses organised.

3. The greater cost of maintaining the small school should be recognised, and sufficient money should be provided for efficiently staffing the small rural schools with qualified permanent teachers, or permanent teachers aided by peripatetic teachers, and for sufficient equipment.

4. Offering in the rural service better conditions of pay and better opportunities of promotion. This would encourage the entrance of good teachers into the service of rural Authorities.

5. An improvement of the premises of rural primary schools, including the provision of a separate classroom for each teacher; the provision of facilities for manipulative training and for Housecraft; adequate lighting, heating, and ventilation; a reliable water supply; adequate cloakrooms, sufficient and suitable provision for drying wet clothes and boots, and for dining under proper conditions.

6. The internal organisation and methods of instruction adopted in rural schools should be based on the introduction of flexible and individual methods rather than on attempting hard and fast group classification. A well-organised arrangement of individual work in definite study, allied with abundant opportunities for group activity in the directions where such activity is really fruitful is the only way of eliminating some of the disadvantages of the country child in comparison with the town child. The fullest possible use of individual effort on the part of the children by training them from the very beginning to work for themselves is necessary, the children being allowed to make their own pace. In this way the bright child is not neglected nor is the backward child given a task for which he is not ready.

7. Finally in the matter of curriculum all teaching should pay attention to the environment of the child. The aim of the teaching should be to attune or adapt to the child's surroundings the subjects taught in school, to approach the child's mind through the avenues of thought with which he is familiar; to create in the child an appreciation of the beauty and value of the things that lie around him.

### *THE FUNCTION, STAFFING AND EQUIPMENT OF AGRICULTURAL COLLEGES*

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COLLEGE OF AGRICULTURE, FORT COLLINS, COLORADO

As used in this paper the term "Agricultural College," or "State Agricultural College," means a college organized under an act of Congress passed in 1862, and commonly known as the Land Grant College law. This law was framed by Senator Morrill and on this account it is also

known as the Morrill Act. This law made large grants of unoccupied government lands to establish and endow a system of agricultural and mechanical colleges, at least one in each state. In later years it was supplemented by another law establishing an experiment station in each of these colleges, and this was followed by other federal laws which provide for financial support for this system of colleges. The original grants of land were given to the several states with but little restrictions on their sale or use by the states, but subsequent laws passed, giving annual financial aid at the same time provided for at least a moderate amount of federal participation in their management in such lines of work as made use of federal money.

Nineteen states established separate agricultural and mechanical colleges. Twenty-one states combined the agricultural college with the state university, while the remaining eight combined the agricultural college with a private or endowed university. In the opinion of eminent authorities this system of colleges represents our most successful effort at evolving a national system of colleges.

### The Function of Agricultural Colleges

Undoubtedly, the course of these colleges thus far has been largely determined by a short statement in the Land Grant College Act which assigns the function which they were intended to perform, namely:

*"To teach such branches of learning as are related to agriculture and the mechanic arts . . . not excluding other scientific and classical subjects . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."*

(Taken from The Land Grant College Act passed by Congress in 1862)

During the brief period of 50 years these schools have revolutionized agriculture by breaking it up into many fields of study, and by further reducing each of these to a form suitable for use in the college classroom and laboratory. Now college students may take a four year college course in any one of many fields of study into which this great subject has been broken up. They may major in animal husbandry, agronomy, horticulture, floriculture, entomology, forestry, veterinary medicine, and even other divisions into which the once single field of agriculture has been divided by these agricultural colleges and their experiment stations. Each of these major courses is further subdivided and each subordinate topic is worked out and arranged in usable form according to the best known scientific and pedagogic principles.

In like manner the subject of home making has been separated into the divisions of home economics and household arts, and each of these is further enriched by a great variety of courses of college grade.

So also has the mechanic arts side of the Land Grant College been adapted to the requirements of the various courses in agriculture in the

form of courses in shop, forge and the care, repair and use of machinery as applied to farm practice. But a still more important development of their work in this respect has resulted from the expansion of these more simple applications of applied mechanics, into extensive courses in civil and irrigation, electrical and mechanical engineering as these are related to the production of the raw materials for food and clothing and their distribution to civilized man.

In all of these courses, merely mentioned here, the science of chemistry as applied to water, soils, plants, food crops and food products has been given a new and wider meaning.

In this highly condensed statement of the work of the Land Grant colleges our time has been occupied entirely with a consideration of the scientific and technical subjects taught, taking it for granted that it will be understood that courses in English, literature, languages, mathematics, history, economics, sociology and other supporting subjects are also taught in all degree courses offered in these schools.

The graduation of class after class in these institutions for a period of 50 years has produced a gradual, but none the less profound change in the emphasis we now place on the courses of study we offer, not only in our colleges and universities, but an even greater change in the curricula in our high schools, especially is this true of the smaller high schools which serve in the aggregate large rural populations.

### Staffing Agricultural Colleges

For two or three decades after the passage of the federal law under which our state agricultural colleges were organized, it was necessary to select their faculties from men and women trained in classical colleges and universities and other schools of the traditional type. No other teachers were available. Because of this fact, there was little difference between the courses of study offered in agricultural colleges and other colleges of the day. Much criticism resulted from this fact and in the estimation of many these schools had failed to function as intended.

In 1887 Congress passed the Hatch Act, providing for agricultural experiment stations in each state as a part of the system of state agricultural colleges. It took fifteen or twenty years more to complete scientific experiments in all lines of agricultural investigation, to organize this material in text book form for use in the classroom and laboratory. And it was not until about 1900, or 31 years ago that these agricultural colleges began to turn out graduates that were somewhat prepared to do the work that these colleges were originally intended to do, and who might be expected to be in sympathy with the programs of work which they offered. These new graduates from agricultural colleges furnished the best available source of supply for faculty members in these same institutions. While many of them were well trained technically, and were qualified to act as investigators and research workers, they were not trained to teach.



Within the last twenty-five years this national system of agricultural colleges has really begun to function as intended by the framers of this law. All of them now have well organized departments of education and teacher training is a very important part of every one. Whereas, a few years ago the chief qualification to teach in an agricultural college was a personality satisfactory to the head of the department, a college degree with a major in the subject to be taught, but with little or no thought given to ability to teach college students,—now the candidate for a position as teacher of a technical subject in an agricultural college must have the necessary personal qualifications, he must be thoroughly grounded in the subjectmatter to be taught and in addition must be professionally trained to teach.

Fifteen years ago the Colorado Agricultural College, where I work, organized a department of education. But for several years there was little interest in our work on the part of our students. But in recent years the work has grown rapidly. The department has expanded into a division of education offering four majors for advanced degrees in education. Our teacher training program in the summer school closed last Friday. We had a total enrollment of 555 mature and experienced teachers and 100 of these were taking graduate, technical and professional courses to better prepare them to teach vocational agriculture. And what we are doing is only a sample of what all other state agricultural colleges are doing.

I shall pass the subject of equipment with the brief statement that this system of agricultural colleges in our 48 states owns lands, livestock, buildings and equipment to the value of \$322,430,101.00. This represents the great investment which our federal government and the 48 states have made in this vast system of colleges.

In the field of secondary education, the work of agricultural colleges can be much more closely related to the training of high school boys and girls than it has been in past years.

In 1917 our Congress passed the National Vocational Education Act. This also provides for cooperation with the 48 states. The law establishing our system of agricultural colleges provides for national and state cooperation in education on the college level only, while the National Vocational Education Act extends federal aid to the secondary field and opens up the whole field of adult education. This is the most important step in education ever taken by the Government of the United States. It has a most direct and immediate bearing upon the work of our agricultural colleges.

In the opinion of many people, our agricultural colleges were intended to be vocational schools; but trade and vocational schools do not flourish on the college level. This work is not of college grade. It rightly belongs on the secondary level.

### Department of Illiteracy

Chairman: Mrs. Cora Wilson Stewart, Director, National Illiteracy Crusade, Washington, D. C.

First Vice Chairman: Prof. A. M. Kandil, Ecole Normale Supérieure, Cairo, Egypt.

Second Vice Chairman: Prof. Gauri Sankar Prasad, Manager, Arya Vidya Sabha Institutions, Benares, India.

Secretary: Dr. Margarita Comas, Professor of Science, Tarragona Normal School, Tarragona, Spain.

## ILLITERACY SECTION

THE Illiteracy Section of the World Conference on Education held two sessions in the parlor of the Brown Palace Hotel with an overflow attendance each time. The meetings were presided over by Mrs. Cora Wilson Stewart of Washington, D. C., Director, National Illiteracy Crusade.

The first session convened on Tuesday, July 28th, at nine o'clock with a unique program. Four persons who had emerged from the illiterate class were presented and made eloquent addresses. Mrs. Christina Hillius, a native of Russia, aged seventy, had learned to read and write in a night school taught by Mrs. Theodore Giedt in the little village of Kulm, North Dakota, her present home; John K. Douglas, a Tennessee mountaineer, had started to school for the first time in Hamilton County, Tennessee, two years ago at the age of fifty-one, and is continuing his studies in the night schools there; Little Blaze, a Blackfoot Indian, had his first knowledge of books in March of this present year in an "Illiteracy Clinic" on the Blackfoot Reservation at Browning, Montana; Chloe McIntosh, aged seventy-five, a colored negress, was born in slave times and had waited for her chance until Superintendent R. D. Eadie started night classes in Brunswick, Georgia, in 1929. These were the four men and women who opened the program and they made a tremendous impression. Miss Emily Griffith, Principle of the Opportunity School of Denver, then told of her work in which three thousand adult students are enrolled. Dr. Randall J. Condon, of Friendship, Maine, closed the session with a plea for the education of adult illiterates everywhere.

The Friday afternoon session consisted of reports from various countries.

Miss Alice Pollitz, of Germany, declared that illiteracy did not exist in her country and that it would be impossible to find one who could not read or write. She also said the compulsory education law was effective and would probably prevent any illiterates from growing up in the future. Mr. Prem Chand Lal, of India, stated that ninety percent of the people of his country were unable to read or write and that there was no organized nation-wide campaign to educate them. He stated that some schools and classes for adult beginners were being conducted and that there was an awakening which might lead to a war on illiteracy. Miss Ida Sindelkova, of Czechoslovakia, reported that conditions were unequally divided in her country, where one-half of it was free from illiteracy and the other half had a heavy percentage of uneducated people. Over 800,000 persons past the age of thirty-five are in school there. Ronald Y. S. Cheng, of China, told of the Mass Education Movement which was sweeping his country with the slogan "Eliminate illiteracy and make new citizens for China." He stated that over 4,000,000 Chinese had been taught to read and write by the Thousand Character System. He said that all of the teachers were volunteers and that many students from colleges had thrown themselves into the movement enthusiastically. William Scott, of Belfast,

Ireland, reported that because of the low percentage of illiteracy in his country no organized effort had yet been made to teach those who cannot read or write. Mrs. Cora Wilson Stewart reported that the United States was awakened and had become keenly conscious of illiteracy as a problem and was determined to wipe it out. She told of classes for native-whites, foreign-born whites, Indians and negroes who are being taught at night, and also of mothers' classes, factory classes, prison classes and others that were conducted at noon hours, afternoon or at such times as adults could attend. She said that forty-three of the states had state committees working on this problem.

## Department of Preschool and Kindergarten

Chairman: Randall J. Condon, Friendship, Maine.\*

Secretary: Alida Shinn, Hawaii.

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\* Deceased December 24, 1931.

## PRESCHOOL AND KINDERGARTEN GROUP

RANDALL J. CONDON, FRIENDSHIP, MAINE, PRESIDING

NOTE.—In December following the Denver meeting Dr. Condon passed away while on a visit to his daughter in Kentucky. He had always been interested in the purposes of work of the Federation and we were especially fortunate when we succeeded in getting him to take the chairmanship of the Department. No one in American education was better qualified from education, love of children, spiritual exemplification. He was one of our most useful and most loved men.

Miss Florence Hale, President of the National Education Association, who spoke on the Pre-School and Kindergarten program, paid Dr. Condon a rare tribute which seems fitting to include here.

### MISS HALE

DR. CONDON is peculiarly fitted to have charge of such a meeting as this. Where the welfare of the children is being considered there Dr. Condon's heart is also. There seems to be something significant in the fact that Dr. Condon comes from the village of Friendship, on the coast of Maine. He embodies the spirit of the name of his village, he has acquired the habit of neighborliness.

Following the meeting in Geneva last summer Dr. Condon made a pilgrimage to the land of Pestalozzi. He visited the several places claimed as the birthplace, he caught the atmosphere of this great leader of education, he talked with all he met and who might have known some thing, some incident about the life of the friend of the children, the traditions and stories which have been handed down.

Dr. Condon decided to try to understand the life of the people rather than to visit museums. He had studied German three years but only knew one word, Pestalozzi. At Stanz he was told if he pulled the bell long enough the caretaker would come down. He walked up the street with a kitten on his shoulder to Cloister Santa Clara, the women's division of the Franciscan order. They took care of orphan children. A sister took him where the children ate and where they sang. He saw a little child's shoe that had been worn by a child in 1798.

At Bierr he found one store, no autos, and orchards. He took wild flowers and laid them as a tribute on Pestalozzi's grave. Pestalozzi wanted a rough hewn stone for burial. Here was written "Here Rests Henry Pestalozzi—Savior of the Poor, Founder of the Popular School." Froebel visited Pestalozzi for two weeks and said, "Every thing is life, freedom, happiness and joy." Man marks out his destiny by inner thought. Froebel contributed the Kindergarten as an outgrowth. This influenced the grades and the philosophy of all education.

At Bergdorf, he went to a castle as the sun was setting. He saw a school where 50 or more backward boys were. He got some fruit from

Pestalozzi's orchard and dried the seeds and brought them to America. The seeds did not mature until a year later. Dr. Condon said, "If some of you come to Friendship, long after I am gone, you will see the trees growing."

This is the spirit of Dr. Condon ever seeking to perpetuate the influences which make men and women better and happier. Who else would have brought back the seeds from the orchard of Pestalozzi and planted them in his own garden in the village of Friendship.

### *THE HOME OF THE PRE-SCHOOL CHILD AS AN INFLUENCE TOWARD INTERNATIONAL GOOD WILL*

MRS. HUGH BRADFORD

With the light of research playing upon children and their reactions to stimuli of varied types, parents are becoming more generally aware of their great opportunities in moulding the lives and character of young children. Gradually we are learning that even in the least complex environment the child is receiving certain impacts that influence his whole life, and his behavior toward others.

Specialists have taught us much in showing that the mental, physical and social life of the child are so intricately interwoven that one may not over-emphasize nor under develop any one without affecting the others. When we realize that the maladjustment that causes speech defects may also result in social delinquencies and that the cradle habits of dependence may result in selfish domination in youth, we are duly impressed with the value of infant training and its social values. In health and physical hygiene we have had definite rules and measurable results but the more important phases that deal with mental hygiene and social relationships are as yet but little developed and but little understood. We must come to understand that the brain and the nervous system are developing as rapidly as the body, and that very young children are absorbing impressions, prejudices, likes and dislikes that will be difficult to change later.

One would hardly suspect that ill health of a child might so affect his outlook on life that he has a warped idea of his place in society, or that the quirk of his mind that makes him a problem child, are both due to some physical defect, and yet such is the case. No doubt old Scrooge, the misanthropist of Dickens' Christmas carol, is typical of a physical and mental maladjustment that brought misery and loneliness to the individual and those whom he contacts.

Another phase of child development is vitally important—that of the spiritual. Before the child enters school he has already caught the spirit of the home; children will talk in terms of money values if that is what colors and motivates the home; but the joy of his own flower garden, the pets whom he loves and watches over, the picture by his bedside, the laughter of kindly people about him, the story hour and the voice of

affection, the music of a bird's song, the light of the stars, the glow of the hearth elevate his spirit above the sordid and give him a background of enjoyment and culture that shuts out pettiness and greed. Much has been said as to our loss of spiritual values in this challenging age, and our inability to assist the child to think in terms not material.

That love and affection should be characteristic of every home and the right of every child is well understood, but the love and affection that limits itself to a single home, to a home that has no open door for all children, is a limited and limiting type of affection. The heart of any home must beat for all children; the light of affection that shines on its own children, must include in its warm rays the children of others.

The preschool age requires intelligent sympathetic guidance that its very illusions and dreams may come to joyous realities. Children are not born intolerant, they are free from snobbery and racial animosities or bias until older children or adults mar the kindness and freedom with which they select their playmates. They crave companionship and opportunity to share play with others. Children are naturally gregarious and non-selective. We shatter their illusions if we place the emphasis for real companionship upon class race or social prestige. Children may live together peaceably, happily, and helpfully. Parents need to guard their comments upon people and to cultivate within themselves more sympathetic attitudes toward others for their influence and example are of paramount importance.

Methods in school education may vary, and curricula grow but the fundamentals of justice, kindness, self-control, and loyalty are taught by example and the skill in teaching depend upon kind hearts and exalted minds. Parents may prepare their children for school by laying the foundations of these virtues by early habits in the home life of the child. The personality of the parent is his credential, good or bad.

The homes in the United States belong to families with backgrounds of many kinds of national heritage; one means of establishing appreciation of other races is to call attention to the art and music of other families' national backgrounds. A little child can enjoy folk dancing in costume to foreign music; may learn before he can read of the children in far away lands, whose toys and joys are tempered by national customs and colored by national feeling. He is plastic emotionally and parents have a great opportunity to develop good will and friendliness by their attitudes and stories.

The great challenge to the American people is to raise its children to live harmoniously with themselves and with other nations. We have advanced in science, art, industry; we have annihilated distance and time, we have lengthened our span of life and drawn the stars close to us. Yet we have still to learn in terms of sympathetic human relationships; we have yet to learn how to understand and work with the people of the rest of the world. With man as master of great scientific truths, of miraculous machines and marvelous inventions, may we not hope that if a generation of parents were to turn its attention to the control of greed, the cultivation of good will in



its children that we would live in peace and good will. What are we doing for our children? What are we setting before them as the greatest values in life? Well may we stop to consider. Our careless words are never to be recalled though they may spoil the attitude of a child toward his coworkers years later. Peace and amity are sown in preschool years. Not to diplomats must we leave our tasks, not to scientists and economists, not to financial and business interests but by an educational program that begins within the homes of little children. It cannot be done by individuals here and there, nor by choice groups, but by bringing into the consciousness of the home the need and possibility of building world peace, because children have learned to recognize the common interests and common kindness of the human race.

### *WHAT THE NURSERY SCHOOL CAN DO*

ALIDA VISSCHER SHINN, FORMER DIRECTOR, CASTLE NURSERY SCHOOL,  
HONOLULU, HAWAII

Aloha Ka Ko.

The Henry and Dorothy Castle Memorial Nursery School, of Honolulu, is probably one of the best possible examples of the manner in which peoples of different racial backgrounds and creeds are living happily and working side by side.

The second anniversary of the Nursery School, September 6, 1928, found it well established as an integral part of the community life. That it is appreciated by parents is clearly shown by the capacity attendance and long waiting list. The Nursery School celebrates its fifth anniversary this September.

Can you picture anything more fascinating than a Nursery School, with children from 18 months to 3 years of age, of various racial parentage; Hawaiian, Chinese, Japanese, Korean, Filipino, Portuguese and Caucasian? At this early age, the children learn to respect each others rights and to overlook differences of race and sect. As to costume, however, practically every child wears American clothing except on gala occasions. The mothers, however, may still cling to their native dress.

On the first day of school, Japanese mothers came wearing colorful kimonos, with bright "obis" or sashes, leading chubby children with bright, black eyes; Chinese mothers dressed in gorgeous brocades; an Hawaiian mother in a "holoku" that straight, shapeless costume, introduced by the early missionaries, the Filipino costume with its large sleeves of stiff Pina cloth, all added color to the picturesque scene. Of course, American styles were also in evidence, for they are rapidly gaining in favor, and a number of our children are Caucasian. Nevertheless, it is a bit difficult for the "malihini," or new comer, known in the Middle West as "tender foot," to realize that she is in an integral part of the United States.

Most of the mothers are occupied away from home during the day—as teachers, as clerks in their husbands' stores, others, in the cannery or in

offices. The children are left at the Nursery School in the early morning when the parents go to work. The first day each mother left a crying child, a Japanese rest mat, and a tooth brush.

Because of the subtropical climate and the discovery that home conditions are not always conducive to proper rest, we allotted considerable time for relaxation. Homes are frequently too exciting to encourage "early bed going." It may be music, amusements or a beautiful moon keeping Yoshiaki awake. Perhaps he hears "Mama-San" and "Papa San" say that they are going to the Japanese theatre or to a movie. He knows that this means putting on a bright colored sleeping kimono and being "hopied" or "carried" on some one's back to the show. The mats will be unrolled as the family prepares to enjoy the play. The gaudiness of the costumes, the flying paper advertisements, the banging or strumming of instruments, or the sweetness of the soda pop, all add to the glamour of late hours.

Because little English is spoken in many of the homes, we decided that the children should be put in as many "talking situations" as possible. We talk about pictures. We sing simple songs. In certain situations, in the bathroom, for example, we use the same phrase for the same activity. This enlarges the vocabulary by repetition and at the same time avoids confusion in the mind of the child who is unaccustomed to English. Records of the development of speech have been most interesting, as all of the children show a marked increase in English vocabulary.

Another problem which called for investigation was the home diet. We found a deficiency in green vegetables and fruits, with an over abundance of meat and rice. Here, then, was one of our most important functions—parental education.

To meet the chief problem—rest, speech and parental education, we have devised the following program. The nursery school schedule is flexible with regard to all activities except food, sleep and elimination which occur at definite times.

7:45-8:30 a. m.—Children arrive. Their mothers send them bathed and neatly dressed. They are taken to the bathroom, after which they receive a drink of water. They then go to the toy shed and don suits of light-weight cotton prints. On the play grounds we have: Jungle-Jym, sand box, slide, packing boxes, boards and various apparatus to develop the large muscles.

9:15—Orange juice is served.

10:30—The mats are folded, and preparation for lunch is begun.

11:10-11:25—Look at pictures, sing or run to music. Following which hands are rinsed and all are ready for luncheon.

11:30—Luncheon on the "lanai," or porch. The children love to arrange flowers for their tables and often during the meal Nobuo is heard excitedly saying: "Koko pretty hanna, look, Mama." "Hanna" is Japanese for "flower" and we are all "Mama" from his standpoint.

12:15—Bathroom.

12:30-2:30—Sleep. On awaking they are given milk and a graham cracker, and play until the mothers come.

Besides the work with the children, we have found contacts with the parents extremely interesting. Parental education may be classified with the following headings:

1. Mothers observe play and habit formation of child at school. 100% of the mothers visited the school once at least.

2. Mothers observe preparation of foods in a Saturday morning class started at their request. Explanations are given in Japanese and Chinese.

3. Weekly menus are sent home by our dietitian.

4. Conferences are held with parents concerning each child.

5. A group meeting of parents is held every month to discuss such topics as food, sleep, clothing, elimination, etc.

6. Medical and dental examinations are given all.

7. Nutrition class for parents with children who are feeding problems is held once a month.

8. Home visits are made.

9. Pre-parental education of 250 girls has been provided by observation and participation of students from the University, High School, and Normal School. Boys have also observed in connection with high school sociology.

### *SOME INFLUENCES THAT AFFECT CHILDHOOD*

EMILY GRIFFITH, PRINCIPAL, OPPORTUNITY SCHOOL, DENVER

The backward boy was always put up beside his sister with a blue ribbon. I hope the pre-school teacher will not be standardized above all things. I hope she will be well trained but above all, not standardized. Never let a baby feel that he has failed. I know the man who has failed before he crosses the threshold. I believe I can bring him to the place where it is alright. It isn't what you are teaching, it is his attitude. What the child sees and hears, will influence his life. A Russian said, "You care whether I read or write."

The little child learns courtesy and truth. It is pretty bad that a little girl would say "I lied for mother" or that "mother is out" when she is not.

A man is worthy of respect who attends Opportunity School. An Italian boy said, "I will come every night. A girl gave me a pencil and a boy gave me some gum." It is going to be done through the little child or the intelligent adult.

The attitude of the little child carries over into adulthood. One mother wanted to get 5 or 6 months start in "Opportunity School" before she told father. It gives the poor something to talk about over the dinner table.

A teacher marked all the good things instead of marking the bad. Don't attempt to find out the bad things. Tell everybody there is something good

you know of. A little Russian girl was teaching a Chinese boy a dance. "He's a learning," she said.

Confidence and friendliness will save this old world. Isn't it nice that we have the radio and the auto? Here comes the little child who is air minded. It is not the darkness that kills, but the coldness.

MRS. NICHOLS, NATIONAL CONGRESS OF PARENTS AND TEACHERS

Lead the little children from earliest period in life to the respect of the feelings of others. We are interested not only in animal life but in humans. Slogan is "Respect character and feelings of others." The spirit of good will is transferred from lower form of life to human life. It is an opportunity to reach child by teaching him responsibility in the home, he must have a feeling for the creature and a sense of duty for it. This attitude is transferred to human creature.

### *HOW REPRESENTATIVES OF NINETEEN NATIONS WORKED TOGETHER FOR THE WELFARE OF CHILDREN*

MISS JOHNSON, PRINCIPAL SCHOOL 24, DENVER

One of our greatest difficulties has been to get the foreign-born parents interested or possibly not so much interested as feeling free toward us as teachers and toward our educational aims. The condition that exists in most foreign schools, will be the same regardless of the locality. The question will come—how may foreign-born parents be made to become interested in the work of the school? The answer that will apply to any type or group of parents whether native born or foreign born is—the service the school is rendering to the children.

The 24th Street School has an enrollment of approximately six hundred pupils with about 50% turnover each year. This floating population is due largely to the Spanish American group that is employed in our beet fields annually. The distribution of races in our building is as follows:

|                        |     |
|------------------------|-----|
| Caucasian .....        | 36% |
| Colored .....          | 1%  |
| Yellow .....           | 9%  |
| Spanish American ..... | 55% |

The neighborhood is a very short distance from the heart of the business district and in the oldest part of town, where the homes are generally very undesirable, where father and mother both work or mother or father is attempting to keep the home together without the help of the other.

In order to sustain interest on the part of the parents in the work of the school these are some of the policies and practices employed by the school.

1. VISITATION: Parents should be made to feel welcome at any time, but frequently special invitations will do wonders—so we provide special visiting days for parents to see the actual classroom work as it is carried on daily; at another time we will have exhibit day when special invitations go home asking parents to come and see some of the finished activities the children have done. This will be both during the day and during the evening so that those parents who are employed will be able to participate. Since our school is a traditional type school without an auditorium we have Program Day where every room at a scheduled time is having a program. By scheduling it carefully it is possible in most instances for a parent to have an opportunity to see all seven of his children perform during the day. Individual parents from time to time are invited by the teachers to visit the classes of their children. While these groups are within the building, or as an individual enters the building at any other time, the second policy stressed is "Courtesy"—the humblest parent is made to feel that he is welcomed. A friendly handclasp and a gracious smile cost nothing but again wonders are worked. A school must show that it is vitally interested in the welfare of the pupils as are the parents; that the school is human and above all real and sympathetic and that the school is acting in place of the parents. Dealing for the most part with parents who speak your language brokenly or whose speech needs interpretation through pupil interpreters the school is apt to be misunderstood and misjudged, so it is all the more necessary that the utmost kindness and patience be experienced in contacts with parents.

A most effective method of securing cooperation of the parents is through the visit of the teacher in the home. This understanding in these circumstances is a most welcomed and appreciated move on the part of the school. This, however, is done more regularly and consistently by the school nurse and the attendance officer or, as we call her, field worker. These go into the home in the spirit of friendliness, helpfulness and sympathy. These visits are invaluable to the school.

Careful supervision of the time the children are on the playground, careful guarding of traffic, careful establishment of rules that protect the smaller children going from school to home and from home to school, all establish a confidence in the school and lead the parents to understand that there is an interlocking of home and school in every activity of the life of the child along lines of health, play, the mental and moral activities as well.

With this understanding of the policies of the school and the cooperation that is necessary these foreign-born parents are eager to meet in groups for the study of child problems that are common both to home and school, hence we have a large and interested group gathering for this purpose. Our Parent Teachers Association meetings include those who understand our language, those who understand partially and those who do not under-

stand at all but who come for the sincere handshake and cordial smile or an affirmative nod of the head of the teacher toward the youngster that is beside him.

They have community singing at our meetings. We sing and play different national airs. The talk is about health and safety, thrift, the child's nature and his training, child activities, hygiene, etc. We have speakers, our teachers, supervisors and superintendent, our physician, dentist, psychologist, field workers, all help us in our study. We take advantage of patriotic days for a definite stressing of patriotism, world friendliness, world peace and loyalty; however, I believe you will agree that there is a constant or indirect teaching of these virtues at all times in our own little League of Nations during all contacts with the children as well as with the parents. We are becoming more and more one understanding group.

Our most successful Parent Teachers Association meetings are those held in the evening. This past year we have had all of our meetings at that time; in that way many fathers and working mothers come that couldn't otherwise.

So it is we are attempting to carry on the practice that had been well established that the school be looked upon by the people of the neighborhood as a place they may go for assistance and advice. That always a helping is in readiness; that the school is deeply interested in the lives of its people, and when a school radiates that feeling in a community that school is bound to enter into the lives of its patrons. Where this close fellowship for one cause has been accomplished there will be a genuine friendliness among the many races and nationalities and no discrimination in evidence.

### *THE PARENT AND PRESCHOOL HEALTH EDUCATION DEMONSTRATION*

JESSIE I. LUMMIS, EXECUTIVE SECRETARY, THE DENVER TUBERCULOSIS  
SOCIETY

There are many forms of parent education that are being carried on in Denver just as in all communities, but the particular activity that your chairman has asked me to tell you of this afternoon is the Parent and Preschool Health Education Demonstration of the Denver County Congress of Parents and Teachers. This demonstration is really a combination of two activities as found in the plan of work for local associations outlined by the National Congress of Parents and Teachers—preschool study group work and the summer round-up.

In the preschool work of the Denver County Congress of Parents and Teachers small Peter and Joan, aged two, or three, or four, go to school along with mother and father, too, if not too busy, for one and one-half hours twice each month. The parents meet in their room in group con-

ference, while the children are in a separate room in a nursery school setting. Mothers not only discuss, confer, and listen in their own groups but they also observe the children in their different activities and at stated times participate in the children's activities in a limited way. Parents may have individual conferences either before or after meetings with the professional workers and, if serious problems arise, the Child Guidance Clinic of the Colorado Psychopathic Hospital is available for consultation.

Children have a physical and dental examination once each year at the school with physicians and dentists paid by the Denver Tuberculosis Society. The follow-up is done by the professional staff but the aim has been to do this through conferences at the school insofar as possible. Last year only 76 home visits were made while more than 1500 individual conferences with parents were held at the school. It is the aim to establish a good contact between parent and child and physician as well as to interest the parents in seeing to it that the child is kept in as good physical condition as possible. There is a nurse's inspection before each circle meeting but the parents are taking so much responsibility in health matters that it is a very rare thing for a child to be excluded from a meeting because of cold or other ailment.

It is one of the aims of the demonstration to try to work out a plan that can be carried on in large measure by lay leadership. About one-third of the groups next year have selected lay leaders who have had at least one year's experience in the circles. These leaders come out of their own groups.

The plan is community wide in its scope and is flexible enough to be adapted to any group in accordance with its desires and interests.

During the period of the demonstration professional guidance and leadership is furnished by the staff of the Denver Tuberculosis Society, which has always been engaged chiefly in child health education and adult health education. Those assisting in the work come from various fields, such as sociology, nutrition, public health nursing, child psychology, and nursery school education. This group gives guidance and assistance to the lay leaders after these are chosen and also gives training to the assistants in the children's activities.

All the organization work is carried by the members of the preschool circles of the Parent-Teachers' Association: enrollment of members, arrangement for rooms at the schools, arrangements regarding equipment of the rooms, and notices of meetings.

There is splendid cooperation with school officials and the demonstration is conducted in very close cooperation with the departments of elementary education, medical service and research. The principals of the schools have also been particularly cooperative as have the kindergarten teachers.

Because few fathers can attend the regular meetings twice each month, a special series of evening lectures is arranged for in the winter. These talks are given by the physician-fellows of the Colorado Psychopathic Hospital.

Parent education is in an experimental stage but our experience of the past few years leads us to believe that the activities in a community can be established on a permanent basis and that a large proportion of the work can be carried on by lay leadership which has an important and definite contribution to make to the work. The present demonstration is planned to continue for two more years in approximately its present form. At the end of this period we hope that the different groups interested, both parents and teachers, will be able to plan wisely for its permanent conduct on the basis of the studies made and the experience gained during the period of the demonstration.



## Department of Elementary Education

Chairman, Captain H. N. Penlington, Rushenholme, Hemsworth, Pontefract, York, England.

Secretary, Marion Mac Intosh, Edinburgh, Scotland.

## DEPARTMENT OF ELEMENTARY EDUCATION

H. N. PENLINGTON

IT IS difficult to realize that another two years are almost gone by since our last meeting in Geneva. Those who were delegates to the Geneva Conference will remember what a splendid session the Primary Schools Section had in that city and how greatly the popular secretary of the section, Miss M. Mac Intosh of the Flora Stevenson School, Edinburgh, contributed towards the success of the section. Miss Mac Intosh had acted as secretary at the Toronto Conference in 1927 and I feel sure that all connected with the section deeply regret that on her marriage to Mr. George M'Lay of Falkirk, also well known to most of us, she felt compelled to relinquish the work of secretary to the section. I feel that one of our first duties should be to pass a resolution congratulating her on her marriage and wishing her well in her new sphere of life.

The difficulties in the way of compiling a programme under the conditions appertaining to membership of the World Federation are great, but difficulties are only made to be overcome and we have again before us a programme of considerable interest to Primary School Teachers of all nations.

Our first item—"The Value and Possibility of Inculcating League of Nations Teaching in the Primary School"—is sure to arouse interest and a keen discussion. The principal speakers are as widely separated as Los Angeles, Cal., and Cawnpore, India. In my own country opinion is very divided as to the advisability or otherwise of introducing "League of Nations Teaching" into the schools as a separate subject. On the one hand the protagonists of League of Nations teaching assert that as we are all anxious to bring about World Peace there can be no surer way of doing so than to actually teach peace and talk peace daily to children of an impressionable age. On the other hand another school of thought is equally certain that we shall never bring about the desired end in this way, that League of Nations teaching is only one part of history and that to stress any one side is to destroy the perfect balance of the whole, that history as it is taught to-day on broad modern world-wide lines is bound to do all that League of Nations teaching could do and more. I quite expect to find both these points of view put forward eloquently and fearlessly at Denver.

Mr. W. T. Longshore, Principal of Greenwood School, Kansas City, is dealing with "The Project Method of Education," and his reputation ensures a most interesting and useful paper. Other speakers are down for this subject but synopses of the papers are not yet to hand.

Then Dr. Er. Horn, of the State University of Iowa, is down for a paper on "Diagnostic and Remedial Teaching. Children Must Succeed." There can be no doubt as to the value of his contribution. I have the résumé of his paper before me as I write and I assure members of the section it is full of interest. His remarks fall under three heads: (1) How to focus attention skilfully and sympathetically on the individual child.

(2) How to relate tests more closely to the immediate purposes to be accomplished. (3) How to do diagnostic and remedial teaching. The whole is a very complete and valuable addition to our programme.

### *THE PROJECT METHOD*

W. T. LONGSHORE, PRINCIPAL, GREENWOOD SCHOOL, KANSAS CITY, MISSOURI

The project method seems to be the one unifying influence in education, where is brought together all that there is that is best in educational practices of today.

It takes interest and by using a "Unit of experience dominated by such a purpose as sets the aim for the experience, guides its processes and furnishes a drive for its vigorous prosecution." This brings out the best that is in the worker. He does his work willingly and with good results. In doing this work he puts forth the very best effort that is in him, thereby securing much better results than if his efforts were not propelled by interest, thus answering the old question of Interest vs. Effort. They work together, not apart.

"A project is any unit of experience dominated by such a purpose as sets an aim for the experience, guides its process and furnishes the drive for its vigorous prosecution."—Kilpatrick.

The modern conception of school is that it is life itself, not merely a preparation for life. If that is so, and we believe it is, then we must let the pupils in school live their lives by doing the things and taking part in the activities that are a part of their lives and lead them into the experiences that they need for their development at that time. What more useful thing could we allow them to do than to do the things that will develop them so they can do the next thing that comes to them; and what better practice can they have than purposing, planning, executing and judging?

It is by such work that they grow daily and gain strength of every kind—mental, physical and moral—for the work of the next day. What better experience could the child have for the next step than having been able intelligently to do the things that have naturally come into his life? He does them willingly, earnestly and many times with a maximum of effort and pleasure, growing in strength from day to day and also growing in skills, habits, attitudes, ideals and strength, thus enabling him to do the projects, enterprises, or problems that come to him for solution the next day.

The project method seems to be the one great unifying influence that has come into educational thought that is inclusive and binds together all that we have that is best in educational Philosophy, Psychology, Sociology, Method, and even devices and makes them the handmaiden of the pupil. It in no sense displaces the teacher. It elevates her. It puts her in

her true place as counselor, guide, chaperone, friend, adviser and co-worker in an adventure, an enterprise, that is full of interest and enthusiasm.

What better preparation can the pupil have for living, than to be daily building up for use knowledges, skills, ideals, attitudes and habits that are available for use in solving the next project or enterprise that comes his way. He is living today that he may the better live tomorrow.

This method avoids the verbalism or bookishness with which education is so extensively afflicted. It is easily adapted to the native interest of the pupils and it gives effectual training in thinking. It is reasonable to expect that the method can be extended so as to induce a different attitude toward school work in general by linking up school experiences with other experiences and thus making school work more concrete and meaningful to the pupils.

The ideal project or problem or enterprise is one that offers certain difficulties which require attention and the gathering of information but which do not require so much study that close contact with the problem is lost. The learning is simply to be a means to an end and not an end in itself.

Dewey remarks, thinking requires suggestions and the pupil must get his suggestions from somewhere other than the recesses of his inner consciousness. It seems to be taken for granted that if the teacher makes suggestions there is nothing left for the pupil to do but remember what has been told. But this is an absurdity. The dread of assignments and set tasks is historically explainable, but it must not obscure the fact that education means guidance and direction, which it is the function of the teacher to supply.

Classroom teachers and textbook writers, when faced by the question as to the end of education, agree unanimously with the statement that the end of education should be the modification of conduct.

An act carried to completion guarantees that the solution will be understood and will become the property of the individual who carries it out. Information will then be measured by the extent to which it can be made over into experiences of the individual using it to solve his problems. If the act is carried to completion a maximum modification of conduct will result. Conduct is modified in proportion as the act is carried to completion.

The project, particularly the complex project, in addition to developing the technic of reasoning, provides the natural setting of the enterprise and carries facts into action.

The psychology of the project is simple; everyone works with the greatest effort at the problem in which he is most interested. The problem provides the natural setting, which means that it is associated with many interests of the learner. It follows that the projects that are accepted for solution will be highly motivated. A need for solution is felt.

*CHILDREN'S CREATIVE LITERATURE, ELEMENTARY  
SCHOOL LEVEL. REPORT OF SPECIAL RESEARCH.*

DR. LEWIS B. COOPER, COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA

A person who follows the trends in pedagogy realizes that a new era in education has dawned since the World War. One of the major characteristics of the movement is designed to give children greater freedom in self-expression. This change of atmosphere concerning the creative power of children has grown into an international movement. Practically all high school and elementary school journals containing children's own literary productions have been initiated since 1914. The more significant collections of youth's creative poetry and prose are relatively recent undertakings. Hughes Mearns of New York, in his books, *Creative Youth* and *Creative Power*, presents a significant technique and method in developing creative ability. A few schools are giving creative literature an honorable place in keeping with that of the major sports. They are seeking to provide children with a creative environment and to develop an appreciation which will evoke creative responses. Too much in education has been done for the young rather than by them.

A review of published productions of school children of several nations reveals the fact that creative efforts are influenced considerably by choice selections of prose and verse which children have come to know. This influence appears to be more characteristic of the work of the younger pupils than of older ones. A certain amount of imitation perhaps is a necessary step in the development of creative ability for many pupils, however, originality should be stressed as the final outcome.

The International Children's Creative Literature League was organized in August, 1930, in cooperation with the World Federation of Education Associations for the purpose of making a study of children's own literature. Cooperating centers have been established in all major countries with the exception of one. Additional contacts will be made with many other centers of the several nations during the coming year. There are two types of membership of the League: (1) children who make contributions are known as Goodwill Members; and (2) teachers who assist in organizing and carrying on the study in the respective centers are known as Cooperating Members. Teachers in school systems which seek to promote creative activities should communicate with the International Children's Creative Literature League, University of Florida, Gainesville, Florida.

The purpose of the League is, first, to stimulate further interest in children's creative power; and second, to assemble the best selections and organize them into a form which may influence better understanding and goodwill among the children of the various countries. It is the plan of the League to have these materials made available for the children in their respective national languages.

The productions which the League is receiving and those already published by the several schools probably are more representative of superior

than average pupils. Children's creative literature now available is very superior to that which teachers generally expect pupils to produce. This fact is revealed by the following limited investigation.

Grade-placement of each of the eighteen selections was over-estimated as much as six or more grades by one or more teachers. The poem of a second grade child was over-estimated ten grades by one teacher, i. e., it was rated as a production of twelfth grade quality.

According to this limited study of teachers' grade-placement estimates of children's creative literature in one city, superior pupils are capable of producing poetry and prose, on the average, from four to five grades better than is ordinarily expected by teachers.

Creative literature is only one of the many phases of creative education that can promote international understanding and goodwill. The exchange of children's handiwork is an excellent means of developing friendly interests in people of other nations. The exchange of dolls and gifts made by the children of the Junior Red Cross of the United States and Japan is a good example of this type of work.

The great periods of the world are the periods of transition from one level of social development to another. The transition period in which society now finds itself requires a creative leadership and a fellowship capable of understanding and willing to cooperate. No doubt children with creative ability will be fathers to men destined to solve the complicated problems of the greater society.

### *THE EFFECT OF A CHANGING WORLD UPON CLASS-ROOM PROBLEMS*

KATE V. ANTHONY, RICHMOND, VIRGINIA

We in the classroom department do not have to search for problems. They are with us in increasing numbers. I should like to enumerate a few of the outstanding classroom problems for discussion which, I believe, are direct effects of the Industrial Revolution which has been so powerful in creating the mass production, the mass mindedness and mass education in America. Social adjustment has not taken place as rapidly as industry has evolved.

1. What can be done to offset the ill effects of mass education? I wish to place the emphasis not upon the teacher load, but upon the lost opportunities of the child due to lack of individual attention and proper facilities and equipment in the classroom.

2. What can be done to equalize the educational opportunities of the children in the same community? In our industrial cities, we find a wide variety of buildings and equipment depending upon the social status of the inhabitants. Beautiful buildings which are truly monuments to education are in one section and dilapidated and antiquated ones in others. Many times teachers of better training and of longer experience are selected for the more favored communities.

3. How can the school best take over the duties and responsibilities of parents who are both employed? Under the present conditions, a teacher does not have time to administer more fully to the needs of the child, particularly after school hours when the child has no place to go. Something will have to be done to lessen behavior problems that are the result of the employment of both parents.

4. What can be done to educate principals and supervisors who are still traditionally minded? In some communities we find teachers who have become more progressive in education through contact with advanced work in education and teacher organizations than their supervisors. A very unhappy condition exists in some buildings because the ambitious forward looking teacher is constantly trying to make education a real living thing.

An earnest teacher must be a student of all aspects of child psychology. But she cannot be an artist without at the same time being a real student of society and of its development. She is interested in the social needs of adult life. Her mind is focused first upon the growing child and then upon social life.

Not the least of the appeals of the new education is that it offers the same freedom, the same purposeful endeavor, and the same encouragement of responsible individuality, the same latitude for initiative and originality to the teacher which it demands for the child. Here she may grow personally as well as professionally; in which growth she may feel the satisfaction of planning, executing, participating, and have the assurance that her individual efforts will be recognized.

The richest promise of the new education, however, lies exactly in the fact that public school teachers everywhere are in themselves capable of bringing about a similar revolution within their own respective classrooms. Thousands of teachers in public schools without more training, could, within their own respective classrooms, reproduce the atmosphere of the new schools. The change requires not so much in the way of additional financial aid or years of training, as a fundamental modification in point of view.

The progressive schools of today are actually working out in practice something which Rousseau perceived; Pestolozzi apprehended; which Dewey partially phrased and could not entirely exemplify. In spite of the errors and gropings and mistakes, one fact stands supreme: "The new education has re-oriented educational thinking about its true center—the child. And all these other things are slowly being added unto it."

### *THE VALUE AND POSSIBILITY OF LEAGUE OF NATIONS TEACHING IN PRIMARY SCHOOLS*

W. LLOYD PIERCE, CHAIRMAN ORGANIZATION COMMITTEE, NATIONAL  
UNION OF TEACHERS, ENGLAND

Thirteen years have now gone by since the holocaust of the Great World-Struggle—sufficient time for a new generation to arise, a generation ignorant of the actual savagery and horror of war and its attendant

distress. This is the salient fact which all who are interested in world peace and in the League of Nations must realise—the children in our primary schools today have had no experience of living under conditions imposed by war and cannot be expected to share in the feeling of detestation and aversion towards war which is held by all who have been taught by bitter experience the stark reality of a world conflict. This is a factor often overlooked by well-meaning enthusiasts for world peace, who frequently take for granted that all that is needed to foster an anti-war spirit in the rising generation is to draw a lurid picture in retrospect of the horrors of the last war and to utter platitudinous phrases about the uselessness of war and the need for friendship between the nations.

We must face the fact that the problem of introducing definite teaching in the Primary School with the aim of making the children world citizens is one fraught with difficulties. Is it possible to introduce into the primary school curriculum such a subject as the teaching of the aims and methods of the League of Nations, the only organization which exists at present to prevent men from being involved in destruction by world war? That it is desirable, and not only desirable but essential, that there should be in our system of education some definite attempt at teaching the aims and work of the League of Nations, the terms of the covenant, and the growth of international co-operation, no one will deny. But is it possible to achieve anything by such teaching, we are asked. Yes, marvelous results are possible but there are many difficulties to be surmounted. These difficulties arise from a variety of sources, some of them psychological, some of them pedagogical and some of them national.

Let us mention some of these difficulties. The first point to be considered is that racial prejudice exists very generally amongst school children. Systematic enquiry has proved the existence of a definite preference of one people to another even in children of tender age. Whence came this racial prejudice, nor how far it is ascribable to innate tendencies, is not yet sufficiently investigated. That there is racial bias has been firmly established. Means of overcoming and eradicating this bias must be introduced into our teaching as a first step towards gaining our object. Another point upon which too much stress cannot be laid is that teaching our pupils to be world citizens does not mean that all differences of nationality must be obliterated and all feelings of patriotism subdued. We must build upon, rather than eradicate, these instructive feelings of the child towards the country of his birth. We must not alienate the child's sympathy by introducing ideas which are in direct conflict with his emotions and aspirations as a member of a separate nation. We must rather create out of this loyalty to one's own state a wider loyalty which will embrace the whole of humanity, and a feeling that to be disloyal to the whole is to be disloyal to every part. President Wilson looked forward to the time when men would be as ashamed of being disloyal to humanity as they are of being disloyal to their country.



Having suggested some of the difficulties associated with the teaching of world peace, I will now move forward to consider the value and possibilities of League of Nations teaching in Primary Schools. The value of the teaching will depend in a great measure upon the teacher and upon a systematic scheme of lessons. In the hands of a teacher who is kindled with enthusiasm for the cause of the League of Nations there is no reason why considerable progress should not be made towards achieving the desired end.

In order to ensure that the League of Nations ideals are adequately taught in our Primary Schools not only must the sympathy and enthusiasm of the teachers be captured, but the teachers themselves must be thoroughly educated in the history and principles of the League. Another point of considerable importance is that such teaching must be systematic, otherwise no success can possibly attend the efforts of even the most enthusiastic apostle. An occasional spasmodic lecture on the League of Nations on special occasions is worse than useless. The psychological effect on the child of broaching such a vital topic with a sort of fanfare is bound to be bad. It is impossible to impress the reality of the League of Nations in such a desultory manner. A definite course is essential and continuity of instruction must be aimed at from the beginning. There must be constant and earnest endeavor and experiment on the part of the teacher to introduce an element of reality in the course, which should be planned with as much care as any other subject in the school curriculum.

### *CHILDREN MUST SUCCEED*

ERNEST HORN, STATE UNIVERSITY OF IOWA, IOWA CITY, IOWA

Both the philosophy and the science of education have made more extensive contributions to elementary teaching than to either high school or college teaching. In the ferment of the last thirty years there has been much of a deservedly transient nature. On the other hand these thirty years have brought many unmistakable contributions. Since there is not time to discuss all of these contributions in fifteen minutes, I shall limit what I have to say to contributions toward the solution of three closely related problems: First, how to focus attention skillfully and sympathetically on the individual child; second, how to relate tests more closely to the immediate purposes to be accomplished; and third, how to do diagnostic and remedial teaching. The second and third problems are subordinate to the first one. Their solutions are essential to its solution. Perhaps all three problems can be best illustrated in the three r's, since in teaching these subjects there are on the one hand the greatest opportunities for solving these problems and on the other the greatest temptations to neglect them.

The greatest joy and inspiration in teaching comes from the disposition to focus on the individual child as a person and from skillful technique in making this focus effective. This does not mean that instruction is to be

based on the child's whims or transient purposes. Neither a sound philosophy of education nor an adequate science of education is possible on such a basis. What is meant by this focus on the individual may be brought out by answering the question, "What does the individual child have a right to expect when he comes to school?"

First, he has a right to expect that his course of study will contain what is most useful and enriching for his present and future life. There should be no time wasted in studying useless subject matter; there should be no opportunity lost through neglect of substantial values. In order that there be no time wasted either through the study of useless materials or through the neglect of the essentials, the child has a right to expect that the curriculum be constructed under the guidance of the most mature philosophy and by means of the most careful research. Perhaps none of the child's rightful expectations has been faced more squarely than this one in modern educational research.

Second, the individual child has a right to expect that he will not be lost sight of in lock-step or formal instruction. This does not mean that group teaching is necessarily bad or that every individual child must have his own peculiar method. On the contrary, group morale and group drive are distinct aids to the individual. The individual child has a right to expect, however, that methods used in any group work are those which have been proved to be good for most students.

Third, he has a right to expect also that a reasonable amount of freedom will be given him to progress at his own rate. The facts of individual differences in rates of progress have been proved experimentally beyond any possible doubt. Even when groups of children have been segregated by means of the most elaborate battery of tests, there are still wide differences in progress between the best and the poorest students in the group. Moreover, the rate of progress of any given child is not constant or even. He has his good days and his bad days, and even his good months and his bad months. He has heights as well as plateaus of interest and inspirations. He has a right to expect that these heights of inspiration will be utilized and that his plateaus will be reduced to the minimum. Research in elementary education has given us the technique of adjusting to individual differences in the cases of spelling, arithmetic, handwriting, and reading. The main principles of these techniques are: (a) to test the child's ability to do something which is of unmistakable present and future value to him, (b) to discover for him through this test what his deficiencies are, and (c) to provide him with exercises and methods of learning which in most cases will remove his difficulties. Such procedures are possible in classes of forty or more and are therefore practicable in public schools. The time saved in such procedures is very great and the increase in rational interest on the part of the child is substantial.

Fourth, the individual child has a right to expect that when he needs additional individual help, it will be given skillfully and sympathetically.

It took great pain and prophetic endeavor to inject new life in the old Hebrew language, the evolution of which is as peculiar as that of the Jewish people. Hebrew as a vernacular seems to have functioned only till about the beginning of the Jewish diaspora in 70 A. D. The revival of Hebrew and its transformation into a living tongue in the space of so short a time as twenty-five years is a remarkable event and shows the potential interdependence of language and mother-land, Hebrew and Palestine.

In this process of revitalization of Hebrew all the cultural agencies shared with equal zeal. In general, the Hebrew School system of Palestine today, falls into three groups, namely:

1. The Orthodox schools, where the pupils are brought up in the Jewish religious tradition. They spend their time in accumulating the wisdom of the past, which lies hidden in the old books.

2. The general schools, which are of a secular character and are similar to the progressive schools in the countries of Europe or America. In these schools the study of pure religion is kept out. The Bible and the Talmud are taught there as literature rather than religious books, and the Jewish festivals and Jewish customs are valued as national or social rather than religious institutions.

3. The third are the Labor Schools, situated chiefly in the working-men's agricultural settlements. These schools are particularly interesting from the standpoint of the new far-reaching educational experiments.

The Labor Schools are autonomous within the general educational system and are under the direct control of the Jewish Labor Federation, which is the most highly organized social and political body in Palestine. In these schools, the teachers, besides being professionally prepared, identify themselves with the labor pioneer movement which created and shaped the Labor Federation. Doctrines of Socialistic theories were accepted as guiding principles in the construction of the labor school curriculum. The labor settlement and school underwent simultaneously similar stages of development. Both started in tents, moved to wooden huts and advanced to fire-proof buildings.

Let us take as an illustration the collective settlement Ain-Harod, situated at the foot of Mount Gilboa, in the Valley of Israel. It comprises a population of five hundred people, men and women. There is no private property but everything belongs to the group. All work toward a common national and social goal.

The effort of adaptation to the new environment with the concomitant struggle against common dangers welds the people into a unit. The work in the fields, farm, kitchen, workshops, etc., is divided among the members according to their physical, mental and professional abilities. The teacher as a member of the community fulfils his distinct task in the community. The school has become the home of the child, and that institution for children has become a children community within the adult community.

The first institution to which the child goes is the nursery. The infant is brought into the nursery almost as soon as it is born and remains there all through its infancy and childhood up to the school age.

The nurseries of the workmen's groups in Palestine are an organic part of the education of their children. This institution is an important part of the whole system of cooperation and self work among the workmen. The institutions are not merely maintained by the workmen, but the greatest regard is paid them. They are provided with the best provisions, the last drops of milk are reserved for them, the last cent is spent in their behalf. For it is not the young generation upon whom the greatest care should be bestowed, particularly in a social life that is to be reconstructed upon a new basis.

This institution is intended to solve many a problem in the life of the workmen. In the first place, there is the solution of the problem of bringing up the child in the true social spirit, in the spirit of community of interests. Then the welfare of the individual child comes into consideration. The child can be brought up in more healthful condition, if he is brought up communally. For if the parents happen to live in a malarial district, the child could not be safeguarded against the disease individually, but he can be removed in a group and placed under healthful conditions. And last, but not least, this is the solution of a problem that has troubled the mind of the working woman in Palestine: the question of her place in the world of work! The woman in Palestine is by no means satisfied, as elsewhere, with the role of mother, but demands an equal share in work with men. The establishment of this type of nursery gives the woman enough freedom to attend to her work, giving her, at the same time the opportunity to work, when her turn comes, in the institution where her baby is found, or to visit her child as the call of the mother or of the child urges to do so.

The community is in miniature, but it is real and true to life, supplying the greater portion of their needs. The various tasks are rotated among the pupils. The teachers not only assist the pupils to perform their tasks properly, but they stimulate the pupils to investigate and understand the various processes and principles involved.

The day's work is divided into parts; one part is devoted to their work proper and the other, to the intellectual and cultural aspects.

If the goal of education is to develop an active, creative, socially integrated personality, then this education leads towards that goal. During the time they spend at school they are prepared to meet and cope with practical life situations. In addition they absorb the ideals of their social environment and are ready to carry forward the work of their parents. The transition from school to life is imperceptible. While still in school they eat in the common dining room, attend the various discussions, and open forums and otherwise take an active part in the work of the community. Entering upon their new tasks, they merely assume a little more

Sweden, Spain and Hungary. The Red Cross sent the portfolios to their destinations and translated the written matter when such translation was necessary. The splendid portfolios received from abroad have made our children realize that cities in Europe and Africa are not merely insignificant dots on the map, but important places inhabited by real boys and girls like themselves.

The activity programs which are so prevalent here, especially for the lower grade children, provide an excellent opportunity for the development of world mindedness. What could be more fascinating to any six-year-old, for instance, than the study of the manners and customs and home life of other little folks in faraway lands.

In my own building we had a very meaningful celebration on Goodwill Day. Our group of approximately seven hundred children consists of quite a number of foreign-born children and a still larger group whose parents are foreign born, while the remainder in most cases have a foreign background, a generation or two back.

Each room chose one country or several countries, and provided themselves with costumes, the children doing most of the work themselves. They also decorated their schoolroom and prepared an exhibit of articles suggestive of the chosen country.

At eleven o'clock the costumed children formed in line and with flags of all nations waving in the breeze marched around several neighboring blocks, with hundreds of fond parents and friends viewing the colorful spectacle with great delight. In the lead were over a hundred small Hawaiians. The kindergarten classes had been busy for weeks cutting brown wrapping paper into long strips for their grass skirts and fashioning bright crepe paper into leis for necks, ankles and wrists. Following the parade, parents and children joined in a picnic lunch on the school grounds.

The next thing on the program was songs, dances and games of the different countries. The various classes had been studying these all during the spring with their physical education teacher. The building was then opened up and the children escorted parents and friends to see the various exhibits, some children's work and some cherished articles from the home.

The Visual Education Department is one of the departments of the Los Angeles school system which is especially helpful in the World Friendship work. It has wealth of material ready for circulation, which will prove most helpful in familiarizing the students of our lands with the scenery, industries, people and customs of other lands. Among the latter are:

1. Lantern slide sets and still film.
2. Motion pictures.
3. Costumed dolls.
4. Flags of nations and peace flags.
5. Exhibits from Japan, China, Philippine Islands and Mexico.
6. Photographs of all principal countries, especially European.

7. Posters of League of Nations organizations, children of many lands and travel posters.
8. Stereographic views of nearly every country.

The Classical Center, the Industrial Arts Department, the Americanization Department and the Department of Modern Languages also contribute much valuable assistance.

### *TYPE LESSONS IN SOCIAL SCIENCE*

MARY C. RALLS, KANSAS CITY, MO.

In studying the different countries we study the similarities of the people. It is only through ignorance and not knowing people that unfriendliness comes. We want the children to know the children of other lands as they are the future rulers of the nations. They are alike in minds and bodies, learning, playing and doing the same things. The only difference lies geographically.

We have many activities by which we learn of the different countries and people. The objectives are the same in all such activities. They are: To create an interest in and a sympathetic understanding of child life in other countries; To help the child appreciate the interdependence of people for the necessities and comforts of life; To further the child's understanding of how climate, soil, and geographical location affect the basic needs of man; To increase the child's skill in interpreting books, pictures, specimens, maps, and globes.

We use many materials for this (interpreting and appreciating the child life in other lands). Pictures serve as an important means of extending the child's experience beyond his present limitations. Next to personal experience, pictures are the best means of enlarging the experience. They can be used to introduce a subject, to develop a subject, and to serve as a review. Books are also a means by which the child's experience can be enlarged.

Another type of illustrative material is the stereograph as it enables the child to see in a realistic way each object in the picture in its relation to the other objects. Lantern slides and motion pictures are other valuable and interesting types of visual aids.

Some of the methods we use in this study of Child Life in Other Lands are: Real life experiences, (1) receiving letters and post cards from other countries; (2) hearing some one relate his experiences in the country; (3) objects received from the country; (4) unit experiences, the child makes booklets or posters showing the life of that country; original plays based upon the life; puppet shows. Related activities may be had by reading and finding informational material; taking imaginary trips; collecting articles made in the country. These things give the child a wider knowledge and better appreciation of how the people live.

After returning from the World Federation of Education Associations in Geneva two years ago, the Seventh Grade in my school, E. C. White,

Kansas City, Mo., under Miss Edna Greene, became a member of the International Correspondence League. They were the first elementary school to become a member and are very proud of the fact. They are keenly alive and interested in the children of other lands. They have in the room a Citizenship Club around which this activity works. They have the different committees as. Patriotic, Civics, Athletic, Thrift, Program, and an Editor. This club works not only to make the child a better citizen of his own country but to help him become a world citizen. They have received many letters from England, Scotland, Wales, France, Switzerland, New Zealand, and countries in South America. The children of these countries realize the tragedy of war more than we. In an answer to Good Will Day letters such remarks as, "We have the same ideas and ideals that you possess. That all which is inhuman and horrible in war must disappear, there must be an international league, a league made to remain everywhere and against everything, a union of young and generous people, who having lost personal interests think only for the good of the nation." Many of these children write that they have no father, the war took him.

The Patriotic Committee place all news items of the different countries on the Bulletin board. They make booklets and reports every month from the people with whom they have corresponded. The Editor of the Junior Star, a paper they have published every two months, puts in extracts from the letters received during this time. He sends copies to the correspondents.

This group has been instrumental in organizing four groups in Kansas City who have received their charter and three who have applied for membership.

In my Second Grade we have a Citizenship Club, too. During this period of Social Science we study the children of other countries. In the primary grade we try to take the real life and experiences of a child of that country. We try to make the activity as near the experiences of the child as possible. Under the main topics, not used as such, except by the teacher, we discuss food, clothing, shelter, transportation, and sports or amusements. No two teachers use the same activity as no two group experiences are the same.

The group I had last year wanted to travel with me in Holland. They divided themselves into groups, those interested particularly in the homes; another group the windmills; another the cows, the butter and cheese and where it is sent; the costumes of the people, only worn now at the Isle of Marken; the flowers, the tulips and other bulbs; the fishermen and canal boats; while another group took the dogcarts and ways of travel. We had books and pictures from the Library, the children also bringing their own story books. These children made booklets.

This year the children took this activity to work out, "How the children in Holland work, live and play." This was brought about by the story of "Ned and Nan in Holland." This was in the form of a Travelogue. The children made posters, 1 A Vegetable Farm, 2 Dutch Farm, the Hol-

stein cows, 3 Windmills, 4 Outside House, 5 Interior kitchen and bed room, 6 Boy and Girl in Costume, 7 Dog-carts, 8 Canal Boats, 9 Dutch Flower girl, 10 Skating. The lecturer gave a talk about Holland and introduced the speakers who in turn told about his poster. The Dutch artists were told about, some copies of their pictures were on the bulletin board. All countries have heroes, so Holland's boy hero had his share. They had a museum with articles made in Holland. This was given for the mothers so we had a program carrying out the songs and poems about Holland.

In Miss Morris' room the children have a "Whittier Journey Club." They travel to find the children in other lands. For one of their journeys they took a trip with Heide to the Alps. The children gave oral reports on the scenery to be seen, the clothing worn by the people, the characteristics of the country, and the games played by them. The children had a typical lunch of what a Swiss child might take on such a trip, brown bread and cheese sandwich, milk chocolate and a glass of milk.

A Type Lesson on Japan.

Given by the pupils of Miss Mildred E. Hutchison, Whittier School Third Grade.

Japanese Assembly. Given in the School Auditorium. Scene—A Whittier Home.

The children have learned at school that the Lullaby Man is going to have a surprise for them. They go over to Dorothy's to "listen in" at 4:30 o'clock.

The radio is turned on and the stanza from "The Children's Hour" is repeated. The surprise he has for them is the Japanese program.

The Japanese announcer appears and explains television. He announces the following numbers.

1 Uncle Ben (My Weekly Readers) He begins his talk by telling the children it is 8:30 Wednesday morning in Tokio and 4:30 Thursday in Kansas City time giving the idea of the International Date line changing the days. With slides made from ground glass and crayolas he shows the following:

a—Map of Japan-Tokio (size of Chicago).

b—The building and their construction—The help of the American Red Cross in their big fire. This was discussed in the preparation. (The children having part in the collection of the Junior Red Cross, the uniting of the children in time of need, makes a strong point for international friendliness.)

c—Methods of travel—Street cars and automobiles but Uncle Ben travels the Japanese way.

d—The bridges of Japan.

e—Mt. Fujiyama.

f—A Japanese home—Inside view.

g—Two Japanese friends (clogs).



2—Cherry blossoms.

Five little girls tell about the blossoms.

3—Japanese Story Lady.

It was Book Week in America at the time this play was given so the Story Lady told stories about the following books which were in our library: Kimono Land—Begging Deer—Uwe San Japanese Twins (Pictures drawn in the Art Room).

4—Poem—Feast of the Dolls—followed by a Japanese dance.

5—Japanese Boys and their kites.

6—The Sunshades of Japan. A poem given as a musical reading by four girls.

7—The flowers of Japan—Conversation and display.

8—The Japanese Lantern Drill.

9—The Japanese Love Song.

The program comes to a close, the Japanese disappear and the boys and girls at Dorothy's summarize what they have seen.

## INTERNATIONAL UNDERSTANDING THROUGH THE COMMUNITY ASPECT OF LITERATURE

MARY CRAWFORD, STATE TEACHERS COLLEGE, KEARNEY,, NEBRASKA

In considering this topic I wish to emphasize literature of the creative type, and to make some suggestions on the following points:

There is need to stress the idea of "teachers as carriers" of that literature which tends to develop international understanding.

There is need of freer interchange of the best imaginative literature, as a bond of sympathy.

To provide for this interchange, there should be made available much more of this literature translated into the various tongues.

In considering the first point, we note a parallel situation in the Middle Ages. The Moors, those carriers of culture, left behind them a trail of legend. The wandering minstrel and merchant, the scholar and the friar, told stories all over Europe. These tales from Iceland and India, from Rome and Ireland, became a bond uniting the Europe of that bygone day. In fiction and poetry and folk-song we recognize powerful aids toward world friendship. When will the teacher become a carrier of this literature?

In the United States today we are giving more attention to developing a truly professional spirit among teachers than did the teacher-training agencies of yesterday, which were absorbed in the study of curricula and in technique and method. Without losing sight of the *what* and the *how*, we hope to attain this professional spirit,—first, by improving teacher-preparation, enriching backgrounds, rounding the personality; second, by encouraging teacher-participation in community interests. The first of these two objectives lies along the path of added college years and advanced degrees;

the initial step towards the second goal has been the organization of clubs in which parents and teachers work actively together, outside the school. On these two factors, teacher-preparation and teacher-participation, depends the acceptance of education as a true profession, and the first necessarily precedes the second, because a man must be assured of his neighbor's ability to guide, before he will go with him. But it is the second factor, teacher-participation, that promises most in bringing world friendship through education. A truly professional spirit in teachers,—all of us—will carry this idea to the community outside as well as inside the classroom.

As mutual dependence required the nations to change their policy of isolation in world affairs, so will the teacher come out of his self-imposed isolation in the community life; as the thoughtful everywhere are trying to establish understanding among the peoples, so should the teacher strive to interpret the work of the school to the public. But does not the teacher-training institution find it easier to lead him toward that advanced degree than to imbue him with professional spirit—that force which does not lend itself to measurement?

Especially should the teacher of literature be drawn from his seclusion. Although we believe indirect influence is an objective in the pupil's reading, we need not apply the principle too closely in our feelings with the public. There is need for more recognition given to the use of imaginative literature. In promoting world-fellowship, fiction and poetry have been neglected in favor of information. Said a master teacher to me a few weeks ago, "How strange that I did not think of it before. After all, literature is one of the best ways of creating sympathy and understanding. I had always thought of using only social studies toward that end—geography, history, civics." That this has been a common attitude is seen in the themes of articles published, and research aided by fellowships for study abroad. Yet what more powerful means of reaching understanding than through the sympathies? How can we come to know a people better than through their own writings? With what deep appreciation Lord Byron read the Latin poets is revealed when he exclaims, "O Rome, my country! city of the soul!"

Let us educate student-teachers for a new insight into values, and for so intense a belief in them as to make it a joy to share them.

Speaking of adult education. In this movement we approach the community type of education, which must use, not "the formality of class and a set course," but the library, the platform, the radio and the press. Each of us has his community. One may become an indirect carrier to a small group by reading to them literature promoting world friendship, or by engaging them in a casual conversation. Another will use a more direct method. As a member of a library board, he will recommend the elimination of books that glorify war, and the inclusion of those that tend toward understanding; such are Myra Kelly's *Little Citizens* and Lucy Pratt's "Ezekiel" stories, addressed to those adults whose prejudices vanish be-

fore the face of a child, be he a Georgia pickaninny or a little Polish jew of the Ghetto. A third teacher may become a contributor to magazine or local newspaper, especially if he has had some training in journalism; in his most delightful way he will review books just added to the community library,—books which breathe the spirit of world friendliness; he will write articles about books in such collections as the International Mind Alcove. A fourth, who holds attention as a speaker before civic and professional clubs, eagerly welcomes each call to appear on a public platform, along with lawyer and judge; or, where the radio has come into its own as a factor in public education, he will become a true "carrier" by broadcasting. Still a fifth carrier enjoys dramatics, and lends aid in choosing the theme for community play or pageant; thus through literature is the idea of world unity advanced. Perhaps the community will adapt the action of one of those glorious dramas that swayed men centuries ago and to which the peoples of the world thrill even today. To this group belongs *Trojan Women*, with its majestic, yet woeful picture of the effects of war. Modern examples are Percy MacKaye's two pageants, *Caliban by the Yellow Sands* and *The Canterbury Pilgrims*, the former showing the brutality of war.

In emphasizing the need of "teachers as carriers," the teacher in training should be urged to maintain active membership in his educational organization; for as representative of a local, national, or international education association, he may seize every opportunity to appear before his community without being considered too assertive as an individual.

We ask, "Does your library contain books of poetry, to give an understanding of human nature? Does it contain the modern novel, with its response to life? The reply comes, "We have all the modern poets and novelists, but we encourage our salesmen to use the library in their town, so as to have a closer association with human life." General reading is influencing big business, and one of the main objectives in reading is conceded to be a broadening of the sympathies.

When the business man of the community reads literature of the creative type, he need not do battle with old prejudices called up by certain historic names often found in factual reading matter. These names may have been long associated with national hatreds arising from some quarrel between neighboring countries across the boundary-fence. The resulting prejudice reminds us of those *Portuguese* miracle plays of the middle ages, in which the devil was always made to speak *Spanish*! We have but to look into our own hearts to find primitive survivals almost as curious.

In carrying creative literature to the community through library or radio, pageant or play, the teacher will find it important to present the best of both the older literature and the modern. Two years ago at Geneva, Sir Gilbert Murray spoke of the value of books which are a common heritage. Let us indeed keep alive through community activities those picturesque elements in Hellenic myth and Norse legend, familiar to many centuries and many peoples. Why should not the business man as well as the scholar marvel at the astonishing modern-ness of Euripides?

In connection with the international "Play Day" or "Play Week" suggested by a committee of the World Federation of Education Associations, as one means of binding together the children of the various nations, we find it interesting to recall our childish counting-out rimes. Within the past week the daily press has reported a movement to preserve these old rimes, belonging to many races and connected with ancient pagan rites. For example, the "Ena, Mena, Mina, Mo" phrase, forming the first line of many an English child's counting-out symbol, is the beginning of an old Anglo-Saxon charm. It is these rimes that are to be saved through efforts of the Phonetics Institute of the University of Paris, which body is appealing to school teachers throughout France. The Institute urges that the words of these old rimes be noted and recorded in their respective localities. The most interesting will be placed on phonograph discs, and so these rimes, common to childhood in many countries, will be preserved from the decay of the centuries.

Besides this tie of mutual games with ancient rimes, there is Comparative Literature as another bond of unity. The Parsifal of the German is the Galahad of the Welshman. Cinderella is an old Egyptian tale. The stories of Uncle Remus indicate a resurgence of African folk tales. Greece meets Iceland on common ground, for events begin to happen when the lady is carried off, as told in the second division of the Prose Edda and in the tale of Troy. Identity of folk tales with those of other countries may be traced back to the floating literature of the middle ages, and the free interchange of stories carried all over Asia and Europe. The grief of one man binds together East and West, for when Cuchullain of ancient Ireland sorrows for the death of his son he is Sohrab of India mourning over Rustum. Again, Deirdre the Troubler, of Ireland, with her fatal beauty, finds in Helen of Troy her sister. The English-speaking peoples know Cuchullain and Deirdre through the creative writing of such Irish poets as Willaim Butler Yeats and James Stephens. Matthew Arnold, in his poem, has introduced them to Sohrab and Rustum. Translations of other legends will bring the various nations together through a common literary ancestry.

Still another bond of union, perhaps, most powerful of all, is that contemporary fiction and poetry in which we see a people through the eyes of native-born writers. But here we are confronted with the great lack of creative literature in translation. It is important that this situation be improved in the interest of world peace. And it will be improved to a degree, for the language difficulty, so long a lion in the way, will be overcome. Another difficulty has vanished,—that is, the fear that in reading translations we lose much of the original. As Professor R. G. Moulton has pointed out, this loss is true of language more than of content or spirit. Is it not true that the Bible has not lost but gained from each translation through which it has passed? It was Emerson who would not read French or German literature in the original, although he was, of course, familiar

with both languages; he said he would . . . even swim the Charles river when he wished to go to Boston, instead of using the bridge.

A number of books interpreting national consciousness have recently been made available to us by native-born writers. There is the A L A list of French books for American libraries prepared by Professor Cestre of the Sorbonne. An excellent piece of work in this field has been done by Doctor Chung I. Shang. The book bears the title: "A Method of Selecting Foreign Stories for the American Elementary Schools, Applied to Evaluation of Stories Translated by the Author from Chinese Literature." The book is put out by the Bureau of Publications, Teachers College, Columbia University. Doctor Chung believes that good folk tales should be made available for children, but that their excellence should be tested. Therefore he has experimented with more than one thousand Chinese folk stories, and has evolved a technique for testing the worth of these tales, and for judging their suitability for the American school child.

It is indeed imperative that the teacher who is carrier should be careful to select the best of each nation's literature, for in translation there may lie a grave danger. One country may be so interpreted to others as to induce dislike rather than friendship. We are told that the wrong kind of juvenile books from the United States are circulating in Europe. Their effect is doubtless akin to that of the cinema, which leads Europe to believe that the American people are men of the wild west and ladies with any number of gorgeous tea gowns and limousines. Let us be carriers of the right literature, either in translation or in the original. Peculiarities of character and situation may be so misrepresented as to make our typical American business man, for example appear a Shylock or a Babbitt, as seen by readers in the various countries. On the other hand, Bliss Perry tells of a Chinese student in the United States who, when asked why he had come to America, replied that in his youth he had read Emerson's essays, and he decided to go to the country that had produced an Emerson.

In our efforts to promote appreciation of other peoples we must fail if we ignore the literature of the emotions, placing our sole dependence upon reading for information. Says Principal Jacks of Oxford, speaking on the subject of Adult Education, "May we not say that the increase of our knowledge is futile, nay, even dangerous, unless there goes with it an enlargement of the heart, a quickening of the imagination, a strengthening of the will, to correspond? . . . Behind all our educational ideals there hovers an ideal of far greater amplitude, of far greater significance and value—the ultimate unity of all mankind . . . This great vision . . . will be achieved, if ever achieved at all, not as a political triumph but a cultural triumph . . . on the field of education."<sup>2</sup>

Kahlil Gibran represents Peter as saying, Once in Capernaum my Lord and Master spoke thus: "Your neighbor is your other self, dwelling behind a wall. In understanding, all walls shall fall down."

<sup>2</sup> *Adult Education*, Lawrence Pearsall Jacks, School and Society, 32:542.

## Department of Secondary Education

*Chairman*, R. F. MYERS, Principal, Thomas Jefferson High School,  
Council Bluffs, Iowa.

*Secretary*, MRS. U. GORDON WILSON, London, England.

## SECONDARY SECTION.

CHAIRMAN, PRINCIPAL R. F. MYERS, THOMAS JEFFERSON HIGH SCHOOL,  
COUNCIL BLUFFS, IOWA.

Mr. Myers presented the Theme of the Department as follows:

**T**HEME: Faith in education is based on the improvableness of mankind through instruction and study. The possibility of education as a contributing factor to economic, social, and political stability and adjustment, is the basis of educational systems.

Problem: Is it possible and advisable to develop a foundational or suggestive course of study which may be used as the basis of instruction of the youth of all nations, modified as may be necessary to conform to the national background of education and to set up objectives, materials, and methods helpful to educational authorities?

The Delegates present described some of the methods employed in their respective schools to develop international interest and understanding. These included:

- (a) the interchange of letters, particularly at Christmas.
- (b) the interchange of school publications,
- (c) the interchange of groups of pupils, e.g. 30 pupils from a school in England having been exchanged with 30 from a school in Germany.
- (d) the setting up of Cosmopolitan Clubs or Language Clubs. The modern language teachers were described as taking an active share in this development.
- (e) the holding of International Pageants.
- (f) the conduct of a session of the League of Nations showing the procedure and the nature of the material handled by the League.

Miss Jessica Smith of the Wichita High School North, Wichita, Kansas, described the working of a course of study prepared under the direction of L. W. Brooks, Director of Secondary Education in the City of Wichita.

### *COURSE OF STUDY IN INTERNATIONAL RELATIONS*

The elaboration of this outline will be printed in separate document and connected with the Herman-Jordan plan of education for International Understanding and Cooperation.

Ultimate Aim—World Peace and Prosperity

Immediate Aim—International Good-will and Understanding

Unit I Good-will and Tolerance at Home

Good-will and tolerance in the class-room

Good-will and tolerance in the school

Good-will and tolerance in the community

Good-will and tolerance in the nation

## Unit II Introduction to International Understanding

Our changing environment makes us world citizens  
How nations depend upon one another  
How natural conditions influence man's life  
Education is international in scope  
Necessity for honesty in teaching all subject matter

## Unit III Information About Our Neighbors

Social information  
Political information  
Economic information

## Unit IV Foreign Affairs

Our State department  
American foreign policy  
International organizations  
Rules governing international relations  
Economic problems of international relations  
Dependencies of the United States

## Unit V Causes of Misunderstanding and Effects of War

Causes of war  
Narrow nationalism  
Nationalist propaganda  
Psychological causes  
Imperialism  
Militarism and Armaments  
Secret Diplomacy

## Effects of war

Social effects  
Economic effects  
Political effects  
Effects of war upon common people

## Unit VI International Organizations for Peace

Earlier attempts at conciliation in modern times  
The Hague Conference  
Pan-American Union

Later organizations and conferences  
League of Nations  
Locarno Pact  
World Court



Kellogg-Briand Treaty  
London Naval Conference  
Briand Proposal—"United States of Europe"

## Unit VII The International Mind

Definition and purpose  
Agencies for developing  
Private aids to peace  
Progress of International Good-will in the Schools  
Since the War

### *THE FUTURE OF FEMALE EDUCATION IN JAPAN*

WAKATSUKI, A LECTURER IN TOKIO HIGHER NORMAL SCHOOL

"Recently, women's education in our country has made remarkable progress and development. In secondary schools, especially, the education of girls may even be said to surpass that of boys. There are, for example, 1,556 girls' high schools in Japan, while the middle schools (secondary schools for boys) number 828; the former being about twice as many as the latter (according to the statistics of 1930).

Each of the two educational systems, however, has its special purpose. The object of a middle school education is, of course, to give the necessary culture required for the business of life after graduation, and also to prepare for entrance into higher schools or academies. The chief purpose of a girls' high school, on the other hand, is to give an education fitting them to become wise wives and mothers, whose most important duty is the proper bearing-up of their children. This is the general aim of female education, and few are prepared for other occupations or entrance to higher schools. If we look at the curriculum in both schools, we shall find that such lessons as morals, Japanese language and literature, Chinese classics, history, geography, mathematics, drawing, singing, gymnastics, etc., are, of course, included in both. In girls' high schools however, in addition to these lessons a considerable amount of time is devoted to needlework and domestic science; and also a certain time for pedagogy and infant-rearing lessons.

Perhaps you may ask, 'Why are such different methods employed in the education of boys and girls?' Well, the reason is that social demands in our country are strictly in accordance with the difference of sex; but if we probe deeper into this question, we find a still more cogent reason for its existence, so far as the Japanese social conditions are concerned.

As you well know, the social foundation of Japan is the family system which is peculiar to the country. I think we might recapitulate many characteristics of the Japanese family system, as it concerns the social constitution, but limiting our sphere of observation to the point in hand (the standpoint of the different systems between the male and female education), we may briefly say as follows:

In the Japanese family system, the family is the unit of society, first and foremost, and husband and wife are composite elements of the family. The Japanese home is not regarded as solely a place of cohabitation for the man and woman; it is a place where the whole interest of the two sexes is centered on making the home a healthy, strong, and harmonious whole. Therefore the duty of a husband is to provide for the economical foundation of the family as its sole head and representative, whereas the duty of a wife is to attend to domestic matters and establish the foundations of a peaceful and happy home, the bringing up and educating of children being her most important duty.

Thus the different duties assigned to men and women have brought about the different educational systems. Education to secure economical independence in society has always been considered the most important asset for men, whereas such systems as preparing girls to be good future wives and competent mothers have ever been considered the most essential to female education in Japan. I may here quote a well-known motto of the ideal in our female education: the principle of 'good wife and wise mother.'

Recently, however, many women in Japan have voiced the opinion that, in accordance with the spirit of the times, the economical independence of women is very necessary; and at the same time they entertain strong hopes of obtaining equal opportunities for the highest education, the same as the men. And in accordance with these reasonable desires, a number of institutions for female higher or professional education have been established, and are rapidly being added to. Some universities, such as the Tokyo University of Literature and Science and the one at Hiroshima (government universities first established in 1929), are now open to women. This is no doubt the result of rapid progress of women's education in our country. It is a matter for great congratulation and we believe that the future prospect of women's education is very bright.

We must not forget, however, the fact that the attitude towards life of the women graduates who have been sent into the world from the higher or professional schools is very different from that of graduates of lower girls' schools. They do not wish to settle down to married life; their chief desire is to obtain some independent occupation in society as men do. They are, so to speak, no longer a composite element of the family, but an absolutely independent member of society. Therefore in extreme cases there is a strong tendency among these cultured women to lead a single life. Even if they get married, they do not wish to give up their own occupations. It is quite natural that this being the case, the mistress of the house is obliged to leave domestic matters in charge of servants; to leave the children in care of nurses only. We therefore, are greatly apprehensive that close attention to household affairs on part of the mistress will be impossible; that the most important duty of bringing

up children in the warm affection will be almost out of the question. In reality, this unfavourable tendency is already visible in our country.

Such being the case, foreseeing people in Japan are greatly concerned about this phenomenon and fear that the tendency above mentioned will eventually destroy the family system, the essential foundation of society; reduce the home to a cold, desolate place of mere cohabitation. We are sure that institutions for female higher or professional education should fail to settle satisfactorily the significance of women's higher education, even the so-called girls' high schools will be affected and will be on the same basis as the middle schools for boys."

### *CHILDREN'S CREATIVE LITERATURE AND INTERNATIONAL UNDERSTANDING AND GOODWILL*

DR. LEWIS B. COOPER, UNIVERSITY OF FLORIDA

International education on the child's level, through creative activities, should make possible the emergence of significant social controls. Most social behavior and attitudes are acquired by children through their contact and experience with adults and, therefore, are susceptible to change or control. Fundamental social changes and attitudes are realized, in the main, through the tedious and unobtrusive process of socialization of each succeeding generation.

History reveals that a more extensive democratic civilized existence has evolved gradually through social management by and for larger groups. A greater civilized society has emerged slowly but surely through a democratized cultural, intellectual, and moral life warmed by friendly relations and an attitude of goodwill among its members. Out of this have come large organized groups of peoples living on a social plane of nationalism. A transition to a much larger cooperative group-living has begun. In developing this broader social outlook, what source is more effective than to begin with children's interests and activities in promoting better international understanding and cooperation?

How is this interdependence to continue to thrive and develop with the least amount of friction without more intelligent guidance in pursuit of international ideals? The proper guidance cannot come effectively from leaders steeped in prejudices, jealousies, and hatreds. Goodwill and understanding of children by children is probably the surest way out. It is the potential leadership in the schools and communities today which will manage world affairs and institutions tomorrow. International cooperative action exists and will become even more involved and complex for the leaders of each succeeding generation. It behooves mankind, then, to give more attention to the early development of its potential leadership.

How can this attitude of friendly interest and feeling of kinship best be realized? Several possibilities have been suggested and a few have been tried. Most of them have been attempts at the level of the adolescent or

adult. In the high school and college, new courses dealing with international problems have been introduced, and significant revisions in the content of standard courses have been undertaken. Reference reading in literature of international idealism, writings which exalt the ideal of human brotherhood, literature which deals with the interdependence of modern nations, and biography of world citizens have been introduced, in the main, at the adolescent and adult stages. The possibility of developing the desired feeling and attitudes toward people and children in other nations through the children's cooperative creative work has been demonstrated in several of the new type or experimental schools operating in the various nations.

### Problem of Socializing the Young

The solution of the problems of any period of transition is dependent, primarily, upon the type of education provided for the young. The ordinary sociological processes of suggestion and imitation work unobservedly in the transition from one level of social development to another. The socialization of children goes on to a considerable extent by means of suggestion and imitation, whether it be on the basis of primary or secondary contacts. Recognition should also be given to sympathetic radiation in the emotional element, found in the transmission of ideals in the community, home and school, as contributive factors in the process of socializing the young.

How best to secure the operation of these processes in the work of socializing larger groups is a question. How to get the young into activities which induce friendly attitudes and desires to understand world relations is the problem. So long as national cultures and interests remain in the realm of the unknown to children, or passed on to the young in an unfavorable or prejudiced manner, there is little hope of obtaining better understanding among nations. Since the children of the nations whose better understanding it is desired to have developed and expanded will remain pretty much out of intimate contact with one another, there is little chance for primary socializing contacts to act as the transfusers of goodwill.

### Psychological Implications

According to Jean Piaget, international cooperation is based on the two main principles of solidarity and justice.

Since human beings are inclined to cooperate with people whom they have come to understand and appreciate, international education is, therefore, a matter of growth of the intellect as well as the development of social attitudes and conduct patterns. Children usually regard themselves as the center of the world. These self-centered habits of thought largely condition the development of social attitudes. Individuals or nations are incapable of understanding one another if they habitually think and talk from their own point of view. Mutual understanding between human

beings requires a technique of intellectual cooperation. If the nations desire to establish peaceful relations, intellectual reciprocity is a valuable characteristic for all children to acquire. Mutual criticism in the search for truth is provocative of intellectual cooperation and represents a highly desirable stimulus to better understanding one another.

The problem of international education is essentially a matter of encouraging the cooperation of children in their creative thought and work life. This type of education is very significant in the process of developing independent personalities capable of cooperating together. "It is impossible to attach too great importance to the task of making the children of the world better acquainted with one another."

It is no longer possible for appreciation and cooperation to be limited to national patriotism. Many individuals in the various nations of the world appear to be acquiring a form of international patriotism. Perhaps the great movement in the growth of democracy will involve a thorough analysis and application of educational techniques and methods designed to promote better understanding among children of national groups. The attitudes developed by children in their creative activities in and out of school will greatly influence any progress which nations make toward better understanding one another. In the process of acquiring an attitude of goodwill toward others, the acquisition of knowledge is subordinate to the development of ideals and attitudes which serve as fundamental control forces in the individual's life and in his larger social adjustments. Therefore, ideals and attitudes early acquired, which largely condition one's later thinking and conduct, are very significant.

As things now stand, most people, however, uninformed, feel strongly and think feebly on international questions or disputes. The rule of public opinion in these matters appears to be based, primarily, on emotional reactions rather than on intellectual responses. Whether the nations of the future shall cooperate by means of peaceful relations or continue in an attempt to settle their difficulties through war activities will be determined, in the main, by the kind of ideals and attitudes which find a place in the lives of children of the masses.

The writings of a literary character by and for children of all nationalities would constitute an international treasure. It has been aptly said that these materials properly selected serve as a national passport to peace and better understanding. Children's interests in creative work are very much the same the world over. Through an appreciation of these activities the child may come to understand the life and interests of children in other lands and discover their common ties. An appreciation through the discovery of common basic racial qualities expressed in various nationalities is more likely to be reflected in goodwill and friendship for all mankind than otherwise. It is doubtful if children are capable of grasping abstractions relative to modern peace machinery, but they can develop the fundamental truths and points of view which underlie all peaceful living.

It is possible, in the early years of the child's school life, to initiate and strengthen favorable attitudes toward and appreciations of the life and contributions of peoples of other nationalities through children's creative work. To build up sympathetic friendly feelings in childhood relations is vital in the process of developing better understanding and goodwill. If we wish to develop the attitude of appreciation and friendship of the average boy and girl toward the people of the world, the essential factor is to provide the proper environmental stimulus for creative effort. Youth's understanding is more profound than people in general have conceived.

## Department of Colleges and Universities

Chairman, Edwin B. Place, Department of Romance Languages, University of Colorado, Boulder, Colorado.

Secretary, William H. George, University of Hawaii, Honolulu, Hawaii.

## RADIO BROADCASTING BY COLLEGES

W. S. HENDRIX, OHIO STATE UNIVERSITY

THE Ohio State University in 1929 and 1930 broadcasted three times a week, in the evening from 7:00 to 7:30, Spanish lessons—the lessons to be broadcast practically identically in the manner in which these lessons were presented before University classes, namely, by a variant of the oral method. The students had a text in their hands as the teacher read, first slowly and then more rapidly until finally at a natural speed, the students striving to imitate the teacher. This was followed by questions, also in the text, and then finally by dictation which was not in the text. This material was reviewed and the dictation corrected in the next recitation.

In 1930-1931 Spanish *evening* lessons were discontinued and both French and Spanish lessons were broadcast twice a week, 9:00 to 9:30 a.m., so that, if desired, high schools could listen in and make whatever use of the material they saw fit. In both cases the French and Spanish texts were available either in book form or in mimeograph sheets. The response from our limited range, a radius of sixty-five miles, was very generous and we are continuing the broadcasts this year, 1931-32, combining evening and morning broadcasts and we hope to have a closer check-up as to results, particularly among the high schools. This past year some thirty schools utilized our daytime broadcasts and reported enthusiastically in favor of continuing the plan.

### HOW CAN THE SUBJECT OF ECONOMICS BE MODIFIED OR DEVELOPED AS A MEANS TOWARD BETTER UNDER- STANDING OF NATIONAL LIFE IN AN INTERNATIONAL WORLD

WILLIAM H. GEORGE, DEAN, COLLEGE OF ARTS AND SCIENCES, UNIVERSITY  
OF HAWAII

First, as to the fact of economic interdependence of nations. I think that we do not need to tarry long to prove this point. Dr. Paul Monroe made clear Wednesday afternoon that economic unity had run far ahead of political unity. Even nations that insist upon political isolation recognize that they are part of a great network of economic relations in which each nation is dependent upon the others. We buy and sell in world markets. Plans for farm relief are based upon the differential between the cost of raising wheat in the United States and the price of wheat in the world markets.

There is another angle to this international economic interdependence. It concerns matters which are now very much in the public eye. I refer to interallied debts, reparations, disarmament, tariffs, immigration and money. If Germany cannot pay reparations it will be next to impossible



for the allied powers to repay our loans to them. And we are concerned with disarmament. The tariff seems to be a national question but it has international repercussions. Even assuming that our high tariff is not too high, it has been administered in a way that has caused needless international friction and hard feelings. Immigration is a national question, and yet it has international implications. There can be no doubt that we have administered our immigration laws in a way to give needless offense. Husband has been separated from wife and parents from children. Slowly we are remedying these injustices. Women marrying aliens ineligible to citizenship no longer lose their citizenship, and if they have lost it, they can regain it. There is the question of money. United States and France have 65% of the gold of the world cornered, and the rest of the world has not money enough to do business. Silver is a drug in the market, and the purchasing power of the peoples of the world, estimated in terms of the gold standard, has sunk to a low level. This is a technical question and a political one. But it should be faced in the spirit of world interdependence and international economic unity.

Now for the place of education in disseminating information concerning the facts of which we have been speaking. Since this matter is vital to international understanding and good will, the youth of the land should be instructed about it. More emphasis should be placed on geography in our curricula, especially *economic geography*. Students should be taught where other peoples live, how they live and what each contributes to the welfare of the world. Courses in foreign trade should be offered in colleges and universities, with emphasis put on economic unity. I wish we could have a sound motion picture made by Captain Robert Dollar before he passes from the scene. He has done more to cultivate friendship between the Occident and the Orient than all the yellow journals in existence. He makes friends and gets trade. He has humanized foreign trade and it has paid him in dollars and cents. In physics we learn the contributions by foreigners—Marconi and the wireless, Tesla and electricity, Madame Curie and radium. How many of the youth remember Marconi and appreciate what he has done for the world, and think in more kindly terms of Italy on account of him? Mostly we judge Italy by Mussolini. Why judge France by Clemenceau, Tardieu and Laval? Why not by M. and Mme. Curie?

### *SUGGESTIONS FOR THE DEVELOPMENT OF THE TEACHING OF INTERNATIONAL-MINDEDNESS IN HIGHER EDUCATION*

E. A. MÉRAS, ADELPHI COLLEGE, GARDEN CITY, N. Y.

A moment's review of what *actually is* being done to build up the international mind will give us a basis for a discussion of what remains to be done and of how this can best be accomplished.

There have been established international scholarships and fellowships of three general classes. First, privately endowed purses; and second, government scholarships; third, direct exchanges of students between universities. The first group is granted to candidates ranging in age from twenty to forty years. These candidates are chosen for their general intelligence and personality rather than for any special ability in research. They are allowed great freedom in their interpretation of the requirements of these scholarships. In this class we may place the Guggenheim, the Carnegie, the American Field Service and the Rockefeller Foundation. The Commonwealth Fellowships of England, the Rhodes Fellowships and the Chinese Educational Mission Scholarships are more definite in their requirements. The second group are offered by France, Germany, Spain, Italy, Canada, Czecho-Slovakia, China, Switzerland, Belgium, and Hungary to Americans wishing to study in those countries and to students of those countries wishing to study in the United States. Some of the funds are supplemented by grants from private universities, as in the United States. Most of these scholarships are directed by the Institute for International Education. The third group is controlled by private arrangement between given universities in two given countries. In this class may be mentioned the Junior Year Abroad Scholarships offered to students who wish to spend one year of their college course in a foreign university studying under supervision.

These scholarships have produced a corps of intelligent men and women who, by personality and mental equipment, have been able to interpret upon their return the viewpoint of another nation than their own and through their writings have spread the spirit of international understanding. The numbers of students in this class has averaged several thousand a year since 1918. The extent of their influence has been great. Similar in character and in some respects more valuable has been the establishment of the chair of visiting professor, or an exchange of professors between two countries. The reputation of the scholar in this case increases his sphere of influence, for the visiting professor to the United States has often attracted students from the farther end of the country in which he is lecturing. The conclusions drawn from his observation of what he sees about him are sounder and appeal to a more mature audience than those of the younger exchange students. The results of the university professors research find wider and readier acceptance. The number of institutions with appropriations for visiting foreign professors is astonishingly high in the United States. Hardly a leading university in the country is without one and some, like Columbia, Harvard, and Princeton, engage several every year. In addition to these regular appointments the Institute of International Education arranges yearly for a dozen or more visiting itinerant professors. It also finds minor posts in high schools and universities that can be filled by Americans who wish to teach abroad for a year. In some cases visiting professors are accompanied by groups of students who spend a year under careful supervision at a foreign university. Such is the M. A. group

from Teachers College, Columbia, which offers a degree to each member after a semester and summer session in New York followed or preceded by a full semester at the Sorbonne in Paris.

New York University, by the establishment of summer residential tours in European university centers, has performed a similar service toward developing international understanding. Following this precedent, the University of North Carolina, Rutgers University, the College of the City of New York, Hunter College, Adelphi College, Franklin and Marshall College, Center College, Washington State University, the University of Chicago, and the University of Wisconsin offer similar tours to European universities. The organization of the School of Foreign Travel, the World Acquaintance Tours, the Cook-N. Y. U. Residential Tours, the Student Travel Club, and Floating University, to mention only the most serious of these undertakings, has, in a commercial way, aided the cause of international understanding very substantially. Some of these organizations, by the creation of tours for lawyers, physicians, engineers, musicians, librarians, and architects, placed under the direction of outstanding leaders in each profession, have made it possible for the members of such groups to receive at the hands of foreign governments, as well as at those of eminent foreigners in their special field, kindnesses and information that they would otherwise have been unable to obtain.

The real value of this interchange, however, is less certain of being permanent than that which has come from the establishment of centers of international study in different countries. These centers permit students to discuss without going abroad the relation of one nation with another, or all nations with each other. The growth of these schools has been phenomenal since the War. The United States alone has twelve such institutions, well distributed over the country, at Stanford, Harvard, University of Southern California, Chicago, Pomona, Denver, Idaho, Baltimore, New York, Williamstown, the University of Virginia, the University of Georgia. France has four such institutes; Italy four; Germany three; England three; Switzerland two; Poland two; and Canada one. In addition to these permanent institutes of international study many universities in the United States and abroad have established International Relations Clubs and special courses in international politics. To these institutions foreign students and foreign professors are invited and round table discussions are the most popular method of procedure. Nothing perhaps has been more successful in the development of better international feeling than the establishment of these schools. Their only weakness consists in the narrow political character of most of their courses. The success of these schools has even extended to the world of business and labor, where Foreign Policy Associations, Councils on Foreign Relations, and International Labor Organizations have been formed. The League of Nations has also established many committees, as well as the Pan-American Union.

For the past eight or ten years the work of the World Federation of Education Associations has been unusually fruitful. Its meetings have been held in San Francisco, Edinburgh, Toronto, Geneva, and Denver. The meeting at Toronto was the most fertile in its results. There, plans were outlined to publish a directory, periodically revised, listing the names and objects of organizations working for international understanding. A comprehensive survey of the ways by which organizations are developing world-mindedness through geography, world civics, history, literature, modern languages, special programs, and special days, books of good will, border line conferences, was also proposed. Periodic reports and special bulletins regarding new developments in the fields listed were recommended. Assistance to affiliated associations in the preparation of bibliographies to inform teachers regarding publications most important to education for peace; and the promotion of representatives of various organizations with a view to devising further ways of cooperation was also advised. To a large degree these plans have been carried out.

Before we present the international viewpoint we must know how best to interpret it in order that it may find acceptance in other countries and for that task we need active cooperation and advice of these thousands of students who travel abroad yearly.

The very narrow scope of the permanent institutes of international understanding or relations as they are now organized make the solution of the problem they are undertaking almost impossible. Few of these schools discuss any phase of international relations aside from the political. No real international discussion can be conducted with any nation without a complete understanding of that nation's historical, geographical, and literary development, without an understanding of its psychology, its music, its art, its social traditions and its religious ideals. Only here and there in these institutes do we find any discussion of such subjects. Very carefully planned courses in international literature, comparative music, international traditions and history must be prepared. A study of the history of Anglo-French relations for a century shows what the failure to understand the other nation's point of view can bring about in the fomenting of senseless discord. A study of Franco-German relations or Franco-Italian relations likewise offers examples of international blundering due to misunderstanding of the psychology and problems confronting the other nations. The only way to arrive at understanding is through the elimination of friction and international friction can only be lessened by a willingness to understand a point of view different from one's own.

The plans for educating the people to international-mindedness must be extended. All churches must be made to see the wisdom of internationalism to them as world organization. Their periodicals should attempt to teach intelligently the doctrine of universal understanding and mutual forbearance. Textbooks, story books, novels for children and adolescents presenting the international rather than the national viewpoint, must be pub-

## *ELEMENTS AND POSSIBILITIES OF GEOGRAPHY THAT AID IN TEACHING INTERNATIONAL UNDERSTAND- ING AND COOPERATION*

P. SESHADRI, THE ALL-INDIA FEDERATION, CAWNPORE, INDIA

Mr. President, Ladies and Gentlemen :

It gives me very great pleasure to stand on this platform to introduce the teaching of geography for the mutual understanding of all. I have just come from attending a meeting of The League of Nations at Geneva. Perhaps every subject in the school concerns the League of Nations. In telling stories, the good teacher has ample opportunity for impressing international goodwill for which the League of Nations stands. You will probably understand the possibility of utilizing geography for teaching international understanding.

The two words "barbarian" and "uncouth" are of ancient Greek and old Anglo-Saxon origin. The Greeks called all foreigners barbarians—one who did not belong to their country. This was ignorance. The English word "uncouth" had similar origin. It means unknown.

It is this idea which I wish to have combatted in geography lessons. People who do not belong to our country are not barbarians. Geography teachers can impress this upon the minds of pupils.

When we were children geography was not taught as it should be taught. The lesson in geography, as far as I was concerned meant repeating a certain number of paragraphs by heart. It was necessary for us to know the longest river, the tallest mountain, the largest lake, etc.

Educational theory has accomplished so much. Geography is now a human subject. It creates interest in other people.

One of my greatest delights is to gather my children around me after dinner when I am home and talk about the many countries I have visited and read about. I can see their eyes light up as they listen. One should appreciate the good things in other countries. Nature is so wonderful. We can always talk with real enthusiasm of the things we see in other countries.

In geography more than in history there is the opportunity of speaking of the attractive things to be found in the world. It is possible to stress the wonderful phases of nature in the various parts of the world. The natural scenery and other natural phenomena of other countries are the outstanding features as one travels.

We have a complaint in India. Crowding of the curriculum eliminates details beyond the realm of examinations. This is true in the secondary schools of other countries, I am told. But a teacher who really feels an enthusiasm for the ideal of the League of Nations will view with joy the teaching of geography.

I imagine that during the last few days all of us have been feeling a sense of gratitude for this meeting of people from all over the world.

*ELEMENTS AND POSSIBILITIES OF GEOGRAPHY WHICH  
LEND THEMSELVES TO THE TEACHING OF INTERNA-  
TIONAL UNDERSTANDING AND CO-OPERATION*

ROWLAND HALL, NATIONAL UNION OF TEACHERS, MANCHESTER, ENGLAND

**I**N THE Teaching of Geography I have often felt the need for the Magic Carpet that would transport my pupils to any part of the earth in a fraction of time; there, among this or that people to use their eyes and ears. What a lot of misunderstanding and misconceptions would thus be avoided; and what is more important, foolish prejudices removed. Imperfect knowledge on the part of the teacher, gathered from text books that in many cases would have been better unpublished, have been responsible for many erroneous ideas prevailing among peoples and races, and have been the cause of much international and racial antagonism. Caricatures of Uncle Sam, John Bull, La Belle France, while possibly comprehensive to the grown-up who can make a certain allowance for the idea of the subject portrayed, may yet, to the child mind, develop a certain biased outlook. Even in toy books for children of the earliest years, we find the Comic Opera Frenchman or Japanese.

If we are to take the word of a very eminent bishop, we are to believe that if he could have the child from three to seven years of age, nothing would cause that child to renounce its religious views in after life. If this be true, and most of us feel, I am sure, that it largely is so, then other facts must also be impressed deeply on the child's mind at that period of its life; and ideas graven then will take an infinite amount of trouble to remove, if removed they ever are. At this particular period of child life prejudices and wrong ideas may have a very serious influence on the child's outlook in after years, and it is therefore highly important that teaching of the most skilled and efficient kind should be given to children from three to seven years of age.

In no subject is this more necessary than in the teaching of Geography. Several influences at the present time are doing much to clear away many of these fogs of ignorance and wrong thinking. The Aeroplane is making the world shrink appreciably. When Jules Verne wrote "Round the World in Eighty Days" he certainly thought that was a remote possibility of a very distant future, and yet, two American aviators last month flew round the world in one ninth of the time. Wireless in all its form; Radio, Television, Telephony, and Telegraphy keep the whole world informed of the happenings in every part. The Cinema, as an aid to the Teaching of Geography, has not yet been developed to the extent of its possibilities. Many films dealing with bird, animal and insect life in tropical forests and jungles, and even more remote parts of the earth, fire the imagination and stimulate the curiosity of the child in a healthy manner; but up to the present, except in a tentative way, the cinematographic apparatus is not part of the school equipment. Descriptions of such things as the Seven Wonders

of the World can be used to bring home to the child mind a real appreciation of people who lived in past ages and in other parts of the world. Architectural and engineering feats of these ancient races can make the children realize the truly wonderful skill of the nations of the past. Again, facts such as China and other Eastern nations were highly civilized while nations of the Western world were little more than savages, tend to have a chastening effect, to dilute the ultra-nationalistic spirit of the exuberant youth of Europe and America. Geography can be used to inculcate a true religion of tolerance, understanding, and appreciation among the peoples of the earth. Religion has been a very real cause of strife, bigotry and fanaticism among nations and it is not an exaggeration to say that as a factor in promoting world peace, the Teaching of Geography can be made more effective than religion as we know it.

Each of us present would willingly concede that peoples and nations are dependent on each other, but do we as teachers make this sufficiently plain to our scholars? We know that the industrial nations of the West have laid railways and engineered roads and bridges for countries in Asia and Africa, and in return these countries send back their products. So the Eskimo send furs, China sends tea, Africa sends cotton, etc. and so on. The fact that in England ninety-three per cent of the people live in towns and only seven per cent are engaged in agriculture, while in some other countries the reverse condition exists, makes it clear that nations and people cannot exist in splendid isolation. The United States is perhaps more fortunate in that respect than most, but unless I am wrongly informed there has been a gradual drift of the population of this country since the war from the land to the towns. If this continues, the conditions of this country will not be as they were. The child must therefore be taught to appreciate the significance of these facts, and be made to realize, that in order to become possessed of the industrial fruits of other countries he must offer the equivalent in value of his own industry. Then again, it is becoming increasingly necessary that every child shall understand something of the special and economic conditions that exist in the various countries. In Great Britain (and you will pardon me if I quote the country I come from so much, as it certainly is the one I know most about) seven years after leaving school, that is at twenty-one, the child has become a voter and as such has a voice in the government of his country. This may or may not be a wise thing, but when international affairs have to be considered and decided on, the need for such geographical teaching is obvious. The teacher's work is two-fold. The first is to mould the character of the child, to make him or her see the necessity of justice at all times, to play the game, and, if it cannot win, to lose with a good grace and to play the game of life in the same way. The second is to cultivate the body and the mind so that when the child goes out into the world, he or she can take its part with credit to itself and with advantage to the community.

Racial prejudice is the big brother of class distinction and they are both impressed on the child mind from its earliest years. Neither, however, is so strong as it was. One result of the Great War was to bring the great nations of the world together. During those terrible four years, men of many nations fought side by side, and saw each other face to face, and not in a distorted glass darkly. Many preconceived notions were swept away, and greater tolerance and understanding resulted.

I have already referred to earth shrinkage due to greater facilities of travel and communication. School journeys from England to the Continent; Exchange of Teachers between certain countries; Correspondence of the pupils of a school in one country with pupils of a school in another; use of Lantern Slides showing the peoples of other nations, are all effectively creating an appreciation and recognition of the qualities of peoples in other parts of the world which formerly we erroneously believed to be possessed only by ourselves. When Kipling said

"The Colonel's lady and Judy O'Grady are sisters under the skin. . . ."

and again,

"And for all his dirty hide,  
He was white, clean white inside. . . ."

and Burns further said,

"The rank is but the guinea stamp  
A man's the gowd for a' that and . . ."

These poets were but signifying what is only slowly dawning on the mind of the ordinary man or woman.

Superiority by virtue either of race or class cannot be taken for granted as is so often done. The spread of Education is tending to equalize all nations and races. Thus we see that most European and other races are approximating more and more in habits and dress. Turkey and other nations have emancipated their women and have generally adopted Western dress and ideals. India, China, and Japan have largely done the same, so that outward distinctions are daily becoming less and less apparent. The motor car has penetrated every part of the world and fewer languages are in general use to-day than ever before. Dialects and patois which were preserved from the dim past in remote parts, are giving way to a standard speech as a result of radio talks, education and improved means of communication with the outside world. Certain Eastern Nations have, in the last half century, adapted themselves to the industrial and commercial conditions of the Western world.

"England for the English;" "The Monroe Doctrine for America;" "Australia for the Australians" are all right as slogans, but fail lamentably in actuality. America has its Edison, Longfellow, Lincoln; Germany—Einstein, Beethoven, Wagner; France—Rousseau and Voltaire; England—Shakespeare and Newton. Among others, there are Rubens, Michael



Angelo, Velasquez, not to mention the giants of older times. . . . But these people could not be kept within the confines of the lands of their birth. . . . They transcend such artificial boundaries, and are universal. The products of their brains, either thoughts or thoughts translated into action, have world wide influence.

*ELEMENTS AND POSSIBILITIES OF GEOGRAPHY WHICH  
LEND THEMSELVES TO THE TEACHING OF INTERNA-  
TIONAL UNDERSTANDING AND CO-OPERATION*

R. BENNETT MILLER, PRESIDENT, EDUCATIONAL INSTITUTE, GLASGOW,  
SCOTLAND

One evening last winter I was one of a company of fifteen elderly people who were dining at a Glasgow hotel. We had been boys together at the same school. Our walks in life had led us along very diverse paths and among us we were representative of a wide variety of highly specialized knowledge. In the course of that intimate evening we discovered that we had one common bizarre accomplishment. We could all recite and, strangely enough, with the same degree of passion the following cryptic phrase, "Mahanadi, Godavari, Kistna, Cauvery, Tapte, and Nerbudda."

As my voice coalesced with the others in one rich diapason there leapt to my mind a picture of a hot schoolroom on a summer's day of forty years before. Through the open window a chestnut tree flaunted her pale candles. The floor was patterned with sunlight. Before a map of India stood a tense teacher beating out the time with a pointer on the desk before him. From the benches forty young voices saluted the skies, "Mahanadi, Godavari, Kistna, Cauvery" over and over again.

This thing I have been describing is a geography lesson in 1890.

In these forty years educational method has swung through a wide arc. Austerity and bloodlessness and aloofness are no longer the most cherished of its stigmata. The endeavour now is to bring all teaching into line with life outside the school. The fact has come to be presented in its setting and accordingly with its purpose; and this general change of viewpoint is not less marked in the teaching of Geography. From being the Cinderella of the curriculum, pushed into inconsiderable corners of the Time Table, Geography has become in the highest degree a human science, more and more closely articulated with all knowledge. The bulging amorphous bundle of unrelated things loosely tied with strings of varying quality has been woven into the texture of life itself.

Not the facts of the earth's surface but these as the scene of man's activities are its province; its work is concerned with nothing less than the sum-total of human effort in relation to the environment in which human life is passed; and its purpose is the building up of a conception of the world as the home of man.

Viewed in this way there is no subject more fitted than Geography to secure international co-operation, to cultivate national goodwill, and to promote the interests of peace.

Let me say that again in more concrete terms.

There are two aspects in the study of Geography pursued in the modern way. These are:

1. the consideration of place conditions; and
2. the consideration of the reactions and responses which man has been able to make to these conditions.

Of these the second, as we have seen, is the more important and the effect of all consideration is to impress the student with the enormous diversity of place conditions and also with the unity of a world held together on the strand of human life.

Now, place conditions are:

1. Relief; and
2. Climate; and of these climate is the more important.

Let us consider Relief according to the methods of geographical science; and I should like, if I may, to illustrate what I have to say at this point by reference to my own little land of Scotland.

I wish to direct your attention to the Scottish Highlands for a moment. This part of my country is in reality a dissected plateau—mountains interspersed with deep-cut valleys—which structure determined that in early days the people should live under like conditions but in tribes or clans, and further determined their traditionally warlike character as in Albania and other parts of the Balkan Peninsula for the same reason at the present time. This structural grouping kept the Highlands of Scotland apart from general participation in the economic development of the country as a whole. Indeed the only people who really penetrated this part of Scotland were the Romans and General Monk with fifteen centuries between them; and General Monk achieved his historic feat only by following the Roman tradition of marching only half a day and fortifying his camp before night-fall. How acceptable seemed to these people their warlike isolation was plainly seen when, after the "Fifteen Rebellions," General Wade began to build his system of roads and the Highland chiefs regarded the project with disfavour because it tended to neutralise this factor of relief and meant the intrusion of new ideas into their ancient solitudes with the consequent diminution of their ancient patriarchal power.

A modified condition of affairs obtained for centuries in the Southern Uplands and is reflected in the moving story of Border raids and forays, and although here I speak with even less authority, I am impressed with the social effects of segregation due to geographical relief when I read that the mountaineers of Tennessee held out for Union when the people of the plains were Confederate.

In early times Plains also played a conspicuous part in the development of peoples. At the risk of wearying you I must ask you for a moment to

regard the Scottish Central Plain. This is not flat country. It is not prairie land yellow with waving corn nor indeed is it completely lowland country.

The Central Plain is not completely lowland but includes subsidiary hills, rich corn lands and wide coal fields. There are, however, no outstanding features of relief which could supply protection when protection was of greatest moment and consequently the people had to coalesce and live at peace with each other; and with peace came developing industry. And so in the little land of Scotland for centuries and indeed to some extent to the present day we have two peoples—Highland and Lowland—each of course in its own way of first-rate quality but differing essentially from each other in habit and bent of mind.

More important, however, than geographical relief as a factor of environment is climate. Fundamentally climate determines the fact of trade, for what is the root cause of trade? Surely it is simply this, that we have more of some things than we need and less of others than we want. Very largely what we have to barter with is the gift of our peculiar climate.

Climate also plays a large part in determining the destinies of peoples. We see this clearly in the extreme instances of those primitive peoples like the Bedouins and the pygmies and the Esquimaux who live in the Regions of Difficulty and in those robust peoples who inhabit those temperate lands which are marked out as Regions of Effort.

It is the sole purpose of geography to give regard to the amazing diversity of place conditions in a world made one by the activities of human life. Geography is the sociology of locality. Just because of the diversity of conditions and of people there must be understanding of this diversity; this understanding must be based on knowledge; it is the duty of all to study the standards of comfort and necessity and indeed of life in all its aspects, and in all ways to develop the sympathetic considerations of other peoples of different creeds and colours on whom we ourselves depend for our necessities and comforts. In short there must be reciprocal understanding which can only come from a proper study of geography along these lines; and if any part of the ideas and especially ideals associated with the League of Nations are to be translated into reality Geography as a science must have its proper place in the educational systems of the world.

### *GEOGRAPHY AND INTERNATIONAL GOODWILL*

H. L. CONSTABLE, INCORPORATED ASSOCIATION OF ASSISTANT HEADMASTERS, SECONDARY SCHOOLS, MANCHESTER, ENGLAND

There can be no doubt that the teaching of geography in schools can and ought to be used to create that mutual understanding which must precede and pave the way for any general expression of international goodwill. Some indeed would hold that this is the ultimate aim of all geography teaching. Be that as it may, there can be no doubt that a better understanding of the conditions in which others live, their special difficulties and

their needs must tend to reduce that national egotism of the "my country, right or wrong" type and so help to prevent national misunderstandings.

May I say here that I am not of that school of thought which, as the poet Gilbert says, praises every century but this and every country but his own. I consider that every citizen ought to take a pride in his home town, his profession and his country, but that is not to say that he should be full of unreasonable prejudices against other institutions and races. The teachers of geography whom I represent feel that there is only one economic unit in the world and that is the world itself. Discord between the members of this unit can only be of harm to every member of that unit. They therefore feel that as far as possible they should endeavor to remove the ignorance and misunderstandings which are the chief promoters of this discord.

The means whereby this better appreciation can be fostered fall naturally under two headings; there is the direct method and there is also the indirect method.

As to the direct method, that is to say the direct exposition of the idea and the open inculcation of the aim in view, we feel that, in the case of British boys at any rate, such a plan of action is not advisable. Boys are rather inclined to distrust anything that savors of preaching; particularly if it is dragged into a lesson in which they feel it has not its proper place. They will listen to a sermon on the brotherhood of man and international goodwill at church with interest but in a classroom they would feel they were being imposed on and the attempt to make the direct deduction of a moral lesson would most likely produce antagonism and thus defeat its own purpose.

Other reasons which make this direct method undesirable are the shortness of time available which is in most schools only two periods per week and also the rigidity of examination syllabuses. Examination papers, too, are not sympathetic for they usually emphasize the formal geographical conditions and have little to say about the human factor. While these considerations render the direct method inadvisable, it is possible, however, occasionally to have recourse to it, as will be indicated later in the paper.

Indirectly, however, much more can be done, for while the needs of examinations are the dominant note in the general tenor of the teaching, the general atmosphere of the geography lesson ought certainly to promote the feeling of international sympathy. In the first place, there is given to the pupils a knowledge of the conditions under which others live and work and of their homes, clothes and food. Several schools I know of have a special set of lessons for the younger children, a book such as "Peeps at Many Lands" is used and all sorts of illustrations used to explain national costumes and customs. Customs which seem strange to us in Britain are revealed as arising from an entirely different geographical environment. This is a matter of great importance, for the first lesson to be learned is not to laugh at each other's way of living, dressing, and talking.

The dangers which threaten the cause of international goodwill are easily to be inferred from information which is given in the geography

lesson—dangers which arise from the clash of interests in the search for raw materials and in the desire of countries to control such other countries as contain the raw materials of their industries or provide food for their ever-growing population, vacant lands for their surplus population or markets for the results of their industry.

Again it is shown that in many parts of the world national boundaries cut across natural regional boundaries and thus lead to quarrels when nationalist and economic interests are at variance.

Geographical teaching is of use in setting things in their proper perspective—it shows the various parts of the world in relation to the others and thus counteracts that enlarged form of insularity which arises from over-emphasis of any one special area. Geographical teaching which concentrates upon one area, such as the British Commonwealth of Nations, to the omission of others is bound to produce a parochial outlook which it is the aim of all good teachers of geography to avoid. It is necessary to deal with special difficulties and problems of various countries to indicate the way in which they have been overcome or the direction in which solutions are being sought; the methods of farming and the conditions of labour in different countries are of great importance even if they only teach us to appreciate better similar problems in our own country. But there are also such special problems as the communal organization which is to be found in Russia, the variety of languages and of cultural traditions to be found blending into one nation in the United States, the break up of the Chinese Empire and the possibilities of its future reorganization.

All these points come into the normal routine of class teaching; though they can not all be dealt with at length yet the suggestions one makes often lead boys to make inquiries and seek further information on these subjects. In this connection the school library is of the utmost importance and of course public libraries provide further opportunities for study. In London such institutions as the Imperial College at South Kensington does good work in its moving pictures and series of lectures which deal with the way various goods are manufactured or different kinds of raw materials are provided. Boys and girls in the larger towns are well provided for in this respect; the small urban areas and the rural districts are not as well off but the development of a service of travelling libraries and moving picture shows for schools is being developed in many areas. In this connection one might mention that the ordinary commercial picture film has done a great deal to familiarize people of one country with the general tenor of life in other countries. The news films and the travel films are the most useful in this respect. Unfortunately many of the fiction films shown are either not true to life or show an undesirable side of it.

In the upper forms of schools debates on various problems of international relationship are sometimes held. They stimulate because they entail the necessity of finding out something about the problem, of expressing it and of submitting it to the criticism of their fellows.

Visits from foreigners who will lecture or give talks on the everyday life of their country are another means of promoting the understanding of the ways of foreign countries, while some schools have entertained representatives of hiking parties, though this is more in the way of social intercourse than of pedagogical work.

For teachers the regular meetings of the Geographical Association are of great value. Teachers form the majority of the members of this association which is primarily for the studying of the teaching of geography. One of the ideas which they endeavor to foster is that the world is an economic unit and the consequences which necessarily follow from that. Another aim is intercourse between the various countries and they carry this into effect although they are a British society by holding some of their conferences abroad and having papers read at these conferences by geographers of other nationalities.

This fear of party politics is a matter which sometimes hampers teachers who wish to deal with international problems, but I think the difficulty has to be faced for, after all, if we cut out matters which touch on party politics it does not leave much in history and geography except dates and statistics. The main point is to avoid expressing one's personal views as such and endeavoring to present all sides of the case.

Some schools in Great Britain use Empire Day not as a day of national glorification but as a means of explaining what are the nature, duties, and responsibilities of the British Commonwealth of Nations. Perhaps it may be of interest to give the program of Empire Day at the Henry Thornton School, Clapham Common, London, one of the secondary schools maintained by the London County Council.

The whole school is assembled and songs of a national character, such as Kipling's *Recessional*, are sung. A lecture is then given by the Geography Master dealing with some characteristic of the Empire. In previous years such subjects as "Crown Colonies" and "India" have been taken; this year the subject was "Mandated Territories." It was illustrated by slides and pictures obtained from the East African dependencies, the offices of the New Zealand Government in London, and from the German Embassy. The main headings of the lecture were:

1. Why have nations acquired colonies and for what purposes?
2. The origin of the Mandated Territories—President Wilson's Fifth Point—the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.
3. Questions for the boys to think over:
  - a. Have the former holders of mandated territory lost all claim to administer them?
  - b. Are we being fair to the natives of these territories?
  - c. Are we being fair to ourselves in carrying the burden and responsibility of them?

4. The Mandated Territories—names and description. Before long the following questions will have to be decided:

- a. Do we wish to retain the mandate?
- b. Do we wish to surrender it to another mandatory power?
- c. Or do we wish to make them self governing?

There was no attempt to supply the answers to these questions directly or to point any moral lesson but the boys were told that the solution to these problems would have to be found before long and that they themselves in the near future would have as citizens to share the responsibility for the answers given. The assembly, as in all school functions, closed with the singing of the school song and the national anthem.

### CORRELATION OF INTERNATIONAL CORRESPONDENCE WITH GEOGRAPHY

W. S. GARD, AMERICAN JUNIOR RED CROSS, WASHINGTON, D. C.

If the textbook can be supplemented by material not readily available in the average school library and classroom and if this material is supplied by school children describing their customs, their games, their homes and their communities, geography immediately becomes a lively subject replete with interest and meaning. This is possible of accomplishment through school correspondence. There has been steady advance in the exchange of school correspondence, of letters and albums prepared as classroom projects under teacher supervision. This is *group correspondence*, not an exchange of letters between individuals, and I desire to discuss it as it relates to the study of geography.

Drawing upon my experience as an official of the American Junior Red Cross, I wish to acquaint you with the gratifying results achieved during the past ten years in the development of an exchange of gifts, of school correspondence and of classroom material. The Junior Red Cross is an organization of boys and girls in the schools of forty-eight nations, representing every continent, with an aggregate membership of more than twelve million. In all these forty-odd nations the purposes of the Junior Red Cross are identical, namely, healthy and happy childhood, cooperation in service for others, and international goodwill. In all of them the members of the Junior Red Cross are engaged in similar programs of service activities. They are all bound together in international correspondence and through the publication of more than a score of national Junior Red Cross magazines, whose editors are provided with great variety of factual, fiction and legendary material from authoritative sources, intended to extend international understanding.

Through correspondence the Junior Red Cross Members of the World exchange not only friendly letters, but also the widest imaginable variety of materials descriptive and illustrative of life in their respective communities and nations. These materials, direct from personal correspondents, accompanied by friendly letters, are used in the classroom in connection

with practically every subject in the curriculum to which they add interest and vitality. Entire classes, entire schools, sometimes several schools in the community, share in the enjoyment and use of the materials received and in the preparation of those to be returned.

This world-wide organization has its central office in the League of Red Cross Societies which provides a mechanism, free from any kind of partisan affiliation, for a systematic and economical exchange. The latest report from the Paris headquarters of the League shows that from February 1 to May 1, 1931, 1,707 consignments of school correspondence were handled, involving a total of 41 countries. In the office of the American Junior Red Cross during the period of July 1, 1930, to July 1, 1931, a total of 4,078 consignments were handled. This includes correspondence going to foreign countries and also exchanges between schools in different parts of the United States and its territories.

The usefulness of this correspondence in furthering the study of geography may easily be seen by noting the contents of a few typical letters.

The correspondence "albums" to which I have referred cover a wide field. Besides many interesting illustrations and pictures the albums contain letters describing the schools the children attend; their playgrounds and games; festivals and national holidays; natural scenery—mountains, rivers, lakes and forests; folklore and legends; costumes and customs; biographical and historical sketches as well as samples of school work and industrial products. Great value is derived from the preparation of the albums to be *sent* no less than those *received*. No textbook can give the intimate human touch that such letters convey. All controversial subjects are omitted. They make concrete what otherwise would remain abstract. They point the way toward making geography an absorbing, vital, living subject in every school.

There is another medium of stimulation of direct geographical contact between the Junior Red Cross members of forty-eight countries throughout the world. It is an exchange of simple gifts and "thank-you" letters in acknowledgment. Each year at Christmas time, the American Junior Red Cross has sent approximately 100,000 small boxes of simple, inexpensive gifts to Europe, Guam, and Japan and our insular territories. It is not a mere passing gesture of friendship extended to this country one year and to that the next. These boxes have become established institutions, having been sent abroad as a message of friendship every year for a decade.

There is growing up a widespread exchange of these gifts. From Turkey the American Junior Red Cross has received figs and apricots. From their young friends in Greece they received dried currents. The currents were distributed among scores of schools where the home economics classes used them in making small cakes and other dainties which were sent to children in drought stricken sections of our country where the Red Cross and other organizations were aiding people. Such gifts as these are utilized in many classroom projects. School children in America have also received



thousands of hand-made gifts from their little friends overseas in return for the Christmas boxes. How effectively this material and this sort of exchange can be made to give new interest and motive to the study of geography is not necessary for me to attempt to explain to this group.

*ACTIVITIES IN THE TEACHING OF GEOGRAPHY WHICH  
LEND THEMSELVES TOWARD THE PROMOTION OF  
WORLD PEACE.*

LUVELLA KREGEL, PECKHAM JUNIOR HIGH SCHOOL, MILWAUKEE, WIS.

It seems feasible to believe that the teaching of geography and history will lend itself more readily to the promotion of world peace than the teaching of other subjects in the curriculum because the information gained from these subjects gives the child a conception of the whole earth with its varying types of environments, the peoples that inhabit these environments, their industries, and commerce upon which the child depends for his existence.

It is doubtful whether there is any method available, regardless of how carefully it has been psychologized that will meet successfully all classroom difficulties and situations. The human equation and the multiplicity of personalities are the disrupting factors. It may be profitable to analyze and evaluate a number of methods such as the traditional method (question and answer), differentiated assignment and socialized procedure for this purpose. It seems highly probable that the activities connected with a socialized procedure are more conducive to the formation of personalities which stand in readiness to preserve peace than other methods. An experiment was carried on by me with the purpose of evaluating these methods with 120 Junior High School pupils a few years ago. The results were in favor of the socialized procedure although practically all the tests administered before and after the period of observation were largely information in character.

A classroom situation where the unfolding of the child's many sidedness can occur in a social medium is ideal. A brief discussion of a socialized procedure that has been helpful in creating a happy and tolerant atmosphere in the classroom is given here. It embraces both philosophies discussed in the first part of this paper.

A preview or overview of a geographical unit is developed with the children. This is done to establish a need for the information to be assimilated and motivate the materials. It should be cooperative from the beginning, both teacher and pupil contributing. Children then select centers of interest which may radiate from one large pervasive problem that covers the entire geographical unit. These interest centers may be in the form of problems, topics and projects dealing with material things. In the selection of interest centers flexibility should be the keyword and allowance should be made for

individual differences. The historical and evolutionary phases of the unit need attention so that children may gain a perspective of the great movements of population and their needs.

Children hand in slips of paper designating their choices. These are assorted and classified. Necessary adjustments are made as a second choice may be suggested or a more simplified or advanced problem. Each committee chooses a chairman who with the teacher is responsible for the organization and division of committee work. When the pupils on a committee have made their contributions to the class they hand in a written outline with a bibliography of books read attached to it. Short objective tests can be given on the minimum requirements.

Committee work required continued adaptation and adjustment. It is here where children learn to live together as a social order on a small scale. The environment should permit the child to think out loud, to question in order to satisfy his curiosity, to create and execute his plans. In the thinking out loud process the teacher can discover attitudes which are hostile toward a tolerant understanding of self and society. Actual "give and take" situations should exist where differences in opinion come up and true facts can be sifted from the contributions of the many and the best plan accepted. In a socialized procedure each individuality has an opportunity to "affirm its own inner truth and respect the fact that every other integrated personality has its truth," and where that individual "glories in the discovery of another integral self rather than in a victory over another human being."

Opportunity to do creative work should be encouraged. Playlets, dramatizations and debates are some forms of self-expression. These activities when properly guided arouse emotions and attitudes toward the tolerant understanding of people who struggle for their existence elsewhere. How can children hate those with whom they have so much in common?

Encouraging creative thinking not only is valuable to the growth of the child but to society. Progress is dependent upon the variations from the norm. The discovery of unique abilities is society's reclamation system of human resources. Children are endogenous and their inner resources are touched by favorable surroundings. Let us strive to create that kind of personality in our classrooms that will "glory in the discovery of another integral self rather than in a victory over another human being."

## DISCUSSION

E. E. LACKEY, UNIVERSITY OF NEBRASKA, U. S. A.

One person's conception of geography was that it is a bit of boundary. Another called geography an omnibus subject. We have permitted most anything to be dumped into the field, such as how iron is smelted; how cotton is manufactured. With reference to the superintendent of schools, he does not know what geography is, necessarily. Too many do not know what geography is all about. They got their training when I got mine.

Geography is a much larger thing today than two or four generations ago. What does geography mean in education? Geography, it seems to me, is learning a method of attack on a certain type of problem. Not all types of problems are geography. Many things have been put in the subject of geography and have given people the right to call it an omnibus subject. What is the philosophy of geography? Geography deals with a study of those problems that have in them a matter of human interest and activity; that find a part of their solution in the physical environment. The geographer does not claim that it will solve all problems. He recognizes that there is a social environment as well as a physical environment. Of what does physical environment consist? What is the nature of a geographic problem? It usually deals with the human interests and activities. It is not the human interests and activities in general but of a certain area. Each area has its problems. We are interested in seeing how the people in each area solve those problems. These problems have in them those uncertain things that always appear in all problems—those we cannot foretell. We are interested in trying to see what bearing these factors have on the social problems. Ordinarily the historian forgets about those physical features. With reference to the problems of today in any area, they all have a physical environment that continually acts on the activities of the people. The human organism is continually trying to adjust itself to these physical environmental factors. In solving problems we take the problems of the people in a specific area and try to see how much the physical environment can be brought to bear on their problems. Here in the West we have wheat farming. What is the farmer going to do now that the world already has too much wheat? The farmers are gathering together all the data they can. As new and novel things come in they try to reorganize. A problem of New England is how to feed all the people in that section of the country; the problem of how to keep up manufacturing as in the past. I see no reason why a boy or girl of Nebraska should not be interested in these problems. The problem of Italy is how are people going to find work for the increasing population. All students should study this. They can create an abiding interest in the problems. These are geographic problems. The physical environment must enter in. I suppose that many problems have mental and physical backgrounds.

*METHODS OF TEACHING GEOGRAPHY SO THAT INTERNATIONAL UNDERSTANDING AND CO-OPERATION MAY BE PROMOTED.*

C. J. POSEY, UNIVERSITY OF KANSAS

Again referring to Magellan we may say that half the time of his voyage, 358 days, could be regarded as the time required for word to reach the most distant people. The electric impulse which we now use to transmit our

ideas encircles the globe 7 times in one second, which means that insofar as the communication of ideas is concerned the earth is but 1/216 millionth as large as in 1522.

It is obvious that nations and races need to know and to understand each other better. Hatred between groups is generic and as a rule it does not appl. to the individuals of the group whom one happens to know well. One has only sympathy for the individual when one knows what his handicaps are, what his aspirations may be and how near he has, or may, come to realizing them, what his disappointments have been, and what his attitude toward his fellow men is.

Men need to broaden their outlook also. Until recent years people have not been greatly concerned with affairs outside their own national limits. That was natural because the transportation methods then in vogue were such that each nation necessarily had to strive to be economically self-sufficient. Indeed economic self-sufficiency was the goal at which most nations aimed. Nowadys since modern methods have made it possible for the whole earth to contribute to the welfare of any of its parts, we should realize that we are not economically independent but that we are very much dependent. We need to become internationally minded as well as nationally minded in our thinking. In the march of civilization nationalism and internationalism are not only highly desirable but necessary since each has its important contributions to make. They are complementary to each other. "Every nation has its own individual contributions to make to the general weal, and the world would be a sad loser if the different national characteristics were to be mingled in even an approximate uniformity. The differences of climate and habitat, however, would prevent such an unhappy result even if the genius of races were to prove insufficient. The thought is not to make people alike but to make them fraternal."

There is little use to work on the generation already grown up, for it is very difficult for men to change once they have become established in their modes of thinking. Our opportunity lies in catching the youth of the land while it is yet plastic and impressionable and start it in the direction we think it should go.

What can geography contribute to the training of our youth so that they will think that nations other than their own are worthy of their esteem, their sympathy, and their admiration? Young folks of high school age are interested in people, and when they know the major circumstances governing the action of other peoples, they are eminently fair in passing judgment upon them. If the young people of the nations could truly in spirit put themselves in the place of the young of any other nation, thereby learning the latter's problems, their fears, their doubts, and their aspirations, the saying that all the world is akin would be more than merely academic, and the likelihood of war would indeed become remote.

Suppose we try to show the junior high school youth who, perchance has begun to swagger just a bit and to feel that he is quite independent

of the rest of the world; that, as a matter of fact, there is not a day of his life but that every continent and, indeed, most of the countries of the earth do not contribute to his welfare. Suppose we follow him through part of the day to learn what countries and what people actually do yield him service. Let us begin with the beginning of his day. First the matter of his toilet. The ingredients of the soap he uses, if names are no misnomers, come from equatorial Africa and Mediterranean Europe. That means that laborers were needed to gather the palm kernels, that others were responsible for the production of the olive oil; that merchants, men engaged in transportation both by land and by sea, bankers, manufacturers, laborers in the factory, and again wholesale and retail merchants are all represented in the soap used. Could the lad see the poverty of the Siberian peasant that collected the hog bristles for his tooth brush, or could he know the wage scale and perhaps thus get some idea of the standard of living of the Japanese laborer who made the brush, he surely would be moved to sympathy. India, Spain, Belgium, and perhaps other countries have made their contributions toward providing for the mirror he uses. India furnishes some of the materials for the varnish, Spain the mercury, Belgium the glass, as well as the coal and the sand needed to make the glass.

The suit of clothes the boy puts on might well be made of wool from Australia, the jute for the padding of the shoulders from India, the silk strands running through the cloth to give it character from Japan, the cotton from Egypt, the linen in the thread from Belgium, the buttons from vegetable ivory from Ecuador, the dyes from the United States, the cloth woven in New England, and finally made into the suit in New York or Chicago.

The shoes that he wears are nearly an epitome of world geography. One writer says that "a pair of boots is a league of nations." The soles are likely made from hides from India but tanned here in the United States; the rubber for the heels from the Malay peninsula; the hides for the uppers from Argentine or the United States if made of cowhide or of calfskin; from Australia if of kangaroo, from India if of snake, from France if of kid, and from the sea if made of sharkskin—to give only a few of the sources of the uppers. The tanning material might well come from Paraguay, or Venezuela, or Madagascar, or South Africa or India, or Greece, or Italy, or the East Indies, or from the United States. The linen in the thread for sewing the soles likely comes from Belgium and the beeswax for waxing it from the West Indies.

If the boy is to get the most benefit from his morning in school we must see to it that he has a good, wholesome breakfast. To what extent is he dependent upon other countries for what he eats or uses at this time? His grape fruit may be from Texas, the sugar he puts on it from the Philippine Islands; the cocoa that he drinks may come from Brazil, or Ecuador, or the islands off the west coast of Tropic Africa; the wheat for his piece of toast he gets from Kansas, the oats for his porridge from Iowa, and the

meat for his sausage comes from that state also, but the casing for the sausage comes from the island of New Zealand, and most of the seasoning materials for it are from the East Indies or Southern Asia. If he lives in one of our large eastern cities, like as not the butter for his toast may be from Denmark. The cutlery he uses more than likely is made in England out of iron from Spain, made stainless by chromium from South Africa, and plated with silver from Mexico. The dishes may be from any of several countries in Europe, or from Japan; the linen woven in northern Ireland from flax grown in Latvia; and the hand needle use in working the initial on the napkin might have been made either in Germany or in England out of iron they had imported from Sweden. Lack of time forbids enumerating the sources of the materials used in making the dining room furniture.

The boy has not as yet even got started on his way to school. But already every continent, perhaps half of the countries on the face of the globe, and the seven seas have contributed to his welfare. If he were to be taken to his school in an automobile nearly all the countries of the earth would again need to be called upon to furnish the materials that go into its construction. Enough has been said to show that today in every community in America men eat world food, wear world clothes, work with world materials, and buy or sell with respect to world markets.

Now it is not sufficient merely to have the boy know from whence come all the material things that he uses in his daily life, and that all signifies back of these material things. That failure on our part to buy whether on account of war, or poor crops, or bumper crops, or unemployment, may easily bring hard times to the humblest laborer in the remotest parts of the earth, and that his children may suffer in consequence, low as their standard of living already may be. And, finally, that maybe our inability to buy is due to somebody's bungling in such a way as to prevent the free flow of commodities.

Perhaps he is familiar with the difficulties of Kansas wheat growers or of the cotton grower of the southern states, but does he know that the Brazilian coffee grower is perhaps in even worse conditions? The coffee grower cannot feed his surplus crop to pigs or to cattle; already he has thrown some of it into the sea to get rid of it.

The high school lad should be led to see that all agriculturists the world round have their troubles of production; that weather condition may mean overproduction as well as underproduction; that they are all beset by difficulties of marketing and of transportation costs; that miners, and manufacturers, and all other types of industries have their difficulties too; that most everybody the world over is trying to make an honest living and to advance a bit in the community in which he happens to live. And that these things are true regardless of the color of the skin of the individual or the

political stability or the wealth or paucity of natural resources of the country in which he happens to live. Perhaps the boy will begin to wonder that, in all fairness to all people, if commodities should not be produced where they can be produced most economically and that they should then be allowed to flow without let or hindrance to all other countries.

### TECHNIQUES IN GEOGRAPHIC EDUCATION THAT WILL PROMOTE INTERNATIONAL UNDERSTANDING AND COOPERATION

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Techniques or methods imply procedures, which in turn are determined in part by the *materials* to be used and the *outcomes* desired. Desirable outcomes can be achieved if appropriate tools as well as ideas are selected during the learning process. Hence such geographic ideas and tools should be utilized as will produce international understanding which in turn makes good will more probable and cooperation more likely. With it all a recognition of the facts and conditions of geographic truths as they apply to the various peoples, nations, and places of the world must be prominent in the procedures employed in geography lessons.

**ORGANIZATIONS FOR WORK.** Several organizations for the work of a given class are essential during each term of the school year. At times the student works separately, then again as a member of small and of larger groups. Constructive cooperation requires *thinking coworkers*, as well as *visioned leaders*. Unless coworkers in a nation do some thinking for themselves, and not merely blind following, a nation may be led astray by forceful narrow-minded leaders. Some of the work during the geography lessons should be organized so that every *individual* pupil bears a definite responsibility in producing improvement of himself, regardless of the production by other children. But the individual must also be prepared to function as a member of small and large groups of society. Thus, the pupil should be given experiences in acting both as a leader, if he have leadership aptitudes, and also as a coworker in *small committees* during the geography lessons. Experiences in *larger group* preparation, discussion and evaluation of findings and presentations are also vital to each pupil's education.

**MATERIALS AND OUTCOMES.** The materials to which the pupil is exposed are quite as vital to the outcomes in geography lessons as are the various types of organizations in which he works. International understanding is a complex attitude or appreciation. If an individual have basal geographic knowledge of and constructive attitude towards each nation, then he can better understand what cooperation among nations can mean, and why it is necessary today. Geographic feeling as well as geographic thinking should be specific outcomes from the geography lessons.

Mastered grasp of the geography of any country cannot be acquired by a pupil if he has a textbook as his only source of information.\* No matter how carefully that geography textbook has been prepared it can serve chiefly as a means of departure for additional and more complete learnings continuing into adult life.

Geography is primarily a study of the interrelationships between life items, chiefly the human or cultural phases, and the items in the natural environments of the earth. Its basal organization is regional. For international understanding and cooperation, essential knowledges of and advisable attitudes towards political and economic regions and the related natural elements of these regions are basic. Correct concepts of the specific elements constituting the natural layout of India as the climate, relief, etc., of each of its various natural regions as well as concepts of India's cultural or human layout are essential to complete understandings of the geographic relationships in the various parts of India. Enough truthful pictures, maps, statistics and carefully selected words are needed to achieve this goal.

Extreme care should be exercised to train students to reject materials, especially pictures and word matter, that deal in glittering generalities and superlatives that are untruthful. This training is quite as vital in the lower schools as in the upper schools and certainly necessary in adult readings.

Realization of what constitutes the geography of his own country should help the pupil set up a standard of what is necessary to understand and appreciate the geography of another country or nation,—namely a knowledge of the (1) outstanding geographic relationships, (2) prominent items in the cultural and natural layouts of the region.

Grasp of the skillful uses of appropriate and authentic tools in learning his own country's geography should serve as a guide in his demand for and selection of purposeful tools in studying the geography of another country or region. This includes his rejection of materials that present half truths about the cultural and natural layouts of the country.

The pupil has also to acquire certain definite attitudes: (1) The attitude of expecting to find cause and effect in seeking geographic relationships; (2) the habit of suspending judgment until sufficient geographic data has been introduced in his dealing with national and international problems; (3) the insistence for up-to-date concepts of the nations of the world. Definite emphasis must be placed on the need for continuous learning by every person in the field of geography, not merely in the lower schools but also in the secondary schools, colleges and universities and throughout adult life.

*SOME SPECIAL AIDS.* The effective exchange of correspondence and other materials made possible by the Junior Red Cross and similar organizations have proven valuable. Attendance at accurately presented geography lectures and travelogues, folk dramatizations and music festivals should expand a pupil's geographic knowledge. Visits to authentic museum exhibi-

\* The Geography Department of this World Federation has recognized this pressing need, hence has recommended that a committee be appointed to study geography materials and to compile a list of sources for geography teaching materials by countries.



tions, including art displays, may be worthwhile experiences for students. Thoughtfully planned trips to other lands, with the pupil's family or student groups, afford first hand experiences. Membership in world student organizations adds a personal touch and tends to develop international attitudes in the pupils.

Therefore, methods or techniques in geography lessons will result in international goodwill and cooperation when the pupils have experienced learning situations that will develop within the pupil himself given habits of feeling, thinking and acting in his work and play or recreational activities. As outcomes from his geography lessons, the pupil should show definite evidences of (a) specific geographic understandings, (b) functional habits in the selection and use of tools for geographic learning, and (c) convincing attitudes of (1) openmindedness or desire to know the fuller truth about the cultural and natural layouts of a people or place rather than satisfaction with snatches of incomplete information, (2) keeping up-to-date so far as geographic relationships are concerned, (3) respect for differences in the feelings, thoughts, and acts between the peoples of the earth, for these differences are in part related to the different elements in the respective natural environments of given peoples.

The full success of a program whereby functional techniques of this type can be carried out rests on several conditions: (1) sound, broad preparation of teachers both in the early as well as late school years in the field of modern geographic education; (2) a working collection of outstandingly-needed geographical tools: specimens, pictures, word matter, globes and maps, statistical data (certain models would also be useful), organized by countries; (3) supervisory and administrative officials who are themselves familiar with modern geography and have a sensible nationalistic and a worldminded attitude; (4) other citizens in the school district who will give of their time, energy and wealth to make the first three conditions possible and who will by their own attitude of worldmindedness encourage and sanction the efforts of the educators and the pupils. Communities where all these conditions are found (in varying degrees of completeness) do exist in the world, otherwise the excellent work of the Junior Red Cross and similar agencies would not be achieved, but thousands more are necessary if the geography work is to be permitted to do its bit in promoting international understanding and cooperation.

### *MATERIAL FOR PROMOTION OF INTERNATIONAL UNDERSTANDING THROUGH GEOGRAPHY CLASSES*

FLORENCE BREWER BOECKEL, EDUCATION DIRECTOR, NATIONAL COUNCIL FOR PREVENTION OF WAR, WASHINGTON, D. C.

It is necessary for the secure establishment of world peace that the average person should have as a background for his thinking a true conception of the world as it is today—small, compact, inter-related. When such a con-

ception has been substituted for the old conception of a world of isolated antagonistic units, world organization and world peace must follow naturally.

As far as young people are concerned the teaching of geography undoubtedly affords the readiest opportunity for building up this new background picture of the world as a whole. Bertrand Russell has said that the most important thing to teach children is the simple facts of astronomy, that is to give them a conception of the earth as a part of the universe of stars and planets. He believes this will give them a sense of the earth as a whole and of mankind as a single group whose home is the whole earth.

Beginning with the earth as a whole, and with the story of man's life on earth as a single story, one of the great adventures of mankind has been overcoming the barriers of mountains, seas and deserts which have so long separated one group from another. Those of us who are living today are watching the successful conclusion of that adventure and the beginning of an exchange of experiences and products and consequent enrichment of a common civilization through many varied contributions.

The National Council of Prevention of War in its educational work for peace has attempted to devise materials which will help to develop a sense of the world as a whole, and of civilization as a common achievement of mankind. A partial list is given below.

#### MATERIALS SUGGESTED FOR PROMOTING BETTER INTERNATIONAL UNDERSTANDING AND GOODWILL THROUGH GEOGRAPHY CLASSES

(Items starred are suitable only for young children, items double starred are suitable only for high school grades.)

- \*\* *Economic Survey* by states, showing world interdependence in terms of local industries and occupations, i.e. products which must be imported and foreign markets which must be reached. 50¢.

#### Posters

*The Shrinking World* (mimeographed copies from which enlargements can be made), showing how the earth, measured in hours of travel, has shrunk in last hundred years. Free.

- \* *Child With Globe*, showing a child holding a globe of the earth in its arms, with the words, "No matter where his home is, the whole earth today is everybody's treasure chest and workshop and playroom," 5¢.
- \* *Children From Many Lands*, ten cards, 11 x 14, in color, \$1.50.
- Universal Postal Union Monument*, 5¢.
- \* *Ways of Travel Cards*, to be colored, showing how men have learned to travel more and more swiftly, 15¢.

#### Books and Stories

- \* *Seeing the World as a Whole*, bibliography, free.
- \*\* *The World and Man*, bibliography, free.
- \* *Everyland*, bibliography, 5¢.

*Books of special interest* showing world interdependence:

- \* *Aunt Martha's Corner Cupboard*, Kirby. Albert Whitman & Co., N. Y., \$1.
- \* *We and the World*, Redfield. Silver, Burdett, N. Y., 84¢.

- \*\* *Contributions to Civilization*. Inter-racial Citizens Committee of Mass., 49 Beacon St., Boston, 1930.
- \*\* *From the Far Corners of the Earth*. Western Electric Co., Dept. 240, 195 Broadway, N. Y., free. (Obtainable also through manager of local Bell Telephone Co.)
- \*\* *Dependent America*, Redfield. Houghton, Mifflin, N. Y., 1926, \$2.50.
- \* *How the World Has Grown Both Better and Smaller for Every Man*, story in *Through the Gateway*, Boeckel. Macmillan, N. Y., 75¢.
- \* *Five Little Babies*, from *Here and Now Story Book*, Mitchell. Dutton, N. Y., story mimeographed N. C. P. W., free.
- \* *Library projects based on world tours*, free.
- \* *Plays and Pageants*, list mimeographed, N. C. P. W., each section 5¢. Section for children includes eleven plays on the theme of world interdependence; section for young people includes nine on world interdependence or contribution of various nations to common civilization.
- \* *Games of Other Nations*, free. (Mimeographed)  
*Motion pictures, lantern slides*, included in List of Material for Work with Boys and Girls, see below. Many show life in other nations.  
*Text books and supplementary readers* included in List of Material for Work with Boys and Girls, see below.  
*Geography and the Higher Citizenship*, by J. Russell Smith, pamphlet, 2 for 5¢.
- \*\* *Articles and quotations on economic world interdependence*, mimeographed N. C. P. W., free.

#### *For General School Use*

- Teachers Package*, including resolutions of educational organizations, outlines of courses, suggested texts, etc., classroom projects, assembly programs, articles from educational journals, etc., list of pageants and plays, list of material for work with boys and girls, games of other nations, bibliographies, notes on what schools here and abroad are doing, 25¢.
- List of Material for Work with Boys and Girls*, including lists of games, poems, bibliographies, films, lantern slides, songs, folk songs and dances, declamation material, exhibits, maps and charts, of reproductions of famous paintings, of photographs of peace monuments, of posters, of books to cut out, color, etc., 10¢.

## **Department of the Unusual Child**

**Chairman, C. M. Elliott, Department of Special Education, Ypsilanti,  
Michigan**

## *THE GIFTED CHILD FROM THE VIEWPOINT OF A THIRD GRADE TEACHER*

ESTHER HELBIG, DUBUQUE, IOWA

**S**EPTEMBER will soon be here and with it comes the beginning of a new school year. Many a mother will be glad to have her child return to school—not because she wants to get rid of the child but because she realizes that in school he is kept busy.

If this mother were to attend school the first day, she would be surprised at the changes which have taken place since she attended school. First of all she would note that the first few days are given over to organization, survey and invoice.

She would also note the skill with which the teacher can detect what remedial program the child needs for the new term.

The teacher carefully studies the available records of the class. She is not content, however, in taking the past classification of the pupil, because she realizes that over two months vacation have brought about changes in her pupils. She therefore immediately tests her class in different ways. First she takes a survey of the class as a whole, dividing the pupils into groups, so that materials can be used to the best advantage. Then she finds individual differences.

It is easy enough for persons outside of the classroom to prescribe ways of solving the problem, but every teacher who teaches a normal class of about thirty-five pupils realizes that individual differences is a task in itself.

Probably no better method could be employed to help the "gifted child" than through creative teaching.

Here the normal child, the slow child, has a chance to become "gifted" because he has situations to face, problems to solve—he must "think." It is true that even in a small group of children who put on the pioneer assembly program, as their activity for the week, we will find children of varied talents. Individual characteristics and ambitions will come to the foreground, but the child has a chance to use his energy in a natural way and thus develop individual talents.

During the year it was my privilege to visit a school system where creative ability was being fostered so as to have individuals discover themselves. A part of the school ground had been given over to the group for a school garden. The class had chosen a gardener who represented them at the garden meetings of the school. This boy did not have the highest I. Q., his Intelligence Quotient was a normal one, yet here was a situation where he could use his artistic ability. The bulbs and flower seeds were submitted to him—he directed the members of his group in planting, worked out a schedule for caring for the flowers, appointed a committee to take them to members of the school who were ill. The teacher told me this service had motivated his entire school program, and had made of him a talented gardener.

During my visit to a southern city this winter, I was escorted to the High School by a student committee. Nothing so thrilled me as to see those boys introducing me to other members of the school in a most courteous manner. When I asked the teacher why she had chosen these boys as a committee, she informed me that they were the restless sort—she often gave them an errand to do because they were so active. Yes, she admitted, they were fairly good pupils, but she noted that they needed experiences common to the other pupils in the group who had this social experience in their homes.

My conclusion is that the child with the high I. Q. is no more gifted than the one with a low I. Q., only in so far as he has situations in which he can use his ability. That often gifted children can be discovered through a modern program, with a flexible course of study. That after all the child should be the center of the school. The wise teacher is the one who can keep the "so-called" gifted child busy and at the same time let him progress according to his own ability. A unit of work can be used to stimulate many kinds of activities and so provide for individual differences. The "gifted child" is every child who has the guidance, sympathy, and trained teacher who evaluates with the child the product—be it ever so simple—a garden flower or a painting of the flower, a piece of handwork or a song—in terms of *growth* rather than grades.

The tool subjects, so necessary for each student, should be as complete as possible, but can be presented intelligently, honestly, with new interest when presented by the teacher in co-operation with the pupil himself.

The slogan then should be—"every child an equal opportunity to become a gifted child"—every child to have the right to have a teacher who will discover the child within. No contribution of the teacher is greater than her service as a teacher with a vision that the progressive teacher sees the child in a world of relationships. That a child may have natural talents but that unless he is taught to use them they will soon be lost to the world.

### *PRESENT STATUS OF SPEECH CORRECTION WORK IN UNITED STATES OF AMERICA*

MARY WILSON, TEACHER OF SPEECH CORRECTION, DENVER PUBLIC SCHOOLS

The purpose of our brief discussion this morning on the Present Status of Speech Correction Work in United States of America will be to consider the work done in the public schools only.

We shall give some special attention to stammering as it is our most serious and baffling problem in the speech correction field.

Speech correction work in the public schools in the United States began about 1910 and in the intervening twenty-one years has spread throughout the different school systems with a very gradual growth until a recent survey shows that twenty-three out of forty-eight states reported cities with schools and classes organized for this type of work.

There is something radically wrong with an Educational system such as we have in the United States which turns out hundreds of teachers yearly, a large percentage of whom have not heard of lip reading classes, sight saving classes and who consider speech correction, if they know about it, as something out of their line or as something to be pushed aside as of less value than methods in social science, a study supposed to stress the value of living together in a happy wholesome group of citizenship.

These institutions and teachers fail to realize that it is quite likely that some of the three million elementary school children with handicaps may be in their classes and the well rounded, well trained teacher should know something about how to handle them or at least where to go for help. They fail to realize that this assistance is the child's right and that he is not receiving charity. With one million speech cases between the ages of five and eight in the United States, it is quite certain that several teachers will come in contact with some of them.

Nor is the speech teacher entirely blameless. We have looked with abhorrence and chagrin at the quack and charlatan who have guaranteed cures and whose only prerequisite has been that they having stammered and cured themselves by some sleight of hand or diaphragmatic contortions and are therefore qualified to teach speech correction or establish a school in some community.

From the standpoint of organization the situation in the United States is most difficult and consequently at the present time there is no uniformity. In a few cities there are special schools for speech correction, others have special classes, still others have centers to which children come for speech correction work, while in a large number of systems there are visiting teachers who go from school to school taking the children out of regular classes for speech correction work and returning them to their regular work after the speech class work is over. Then there are cities which have classroom teachers who have speech correction training who handle the work in the regular class room.

These conditions necessarily give varieties of opportunity where some children have one lesson a week and others have daily help.

This wide variety of organization has been the result of state and municipal control of education. Organization and administration of the schools in the United States is not under the direction of the Commissioners of Education but controlled by the state, county, or municipal officers.

But if there is any outstanding value in using special methods for children with defective speech and a study could reveal this, most organizations could find a way to meet the needs of this comparatively small group.

Some of the questions to be considered in connection with this subject are:

1. Should speech cases be taken indefinitely from the regular class room environment and placed in special schools or rooms.

2. If the regular teacher can handle this work in connection with her regular work is it not our problem then to prepare teachers to do this type of work.

3. Is the child's time when taken from his school work to go to a center more valuable than the transfer of teachers? These questions are raised not to minimize the value of speech work but to suggest the problems which arise in every school system.

We have still another side to this problem of Speech Correction and to me it is the most hopeful and the brightest.

The American Society for the Study of Disorders of Speech, a society of leaders in the study of Speech difficulties, is making a scientific and comprehensive study of the problems of speech difficulties which should result in the improvement of speech correction work in the United States.

Last December at a meeting of the society in Chicago twenty-eight papers were given, setting forth the various theories of the several authors as to their methods of correcting stammering.

There were in the main three schools of thought. Those belonging to the school of (1) sensory imagery, (2) Psychotherapists, (3) Pedagogues, or those who maintained that the handling of the stammerer is definitely an educational problem.

The special committee on Speech Correction endeavored to compile several different types of information with the hope again of giving some positive data on the speech correction work in the United States.

I am going to give these five findings from the report which are the results of questionnaires sent all over the United States.

1. Stammering is not closely related etiologically to other speech disorders.

2. Stammerers are not mentally retarded, the median I. Q. was 96.5.

3. Many more males than females stammer.

4. Stammering begins in the majority of cases beyond the age of six.

5. The preponderance of number of male stammerers is due to a rapid increase in their number between six years and twelve years.

If we are to draw any definite conclusions from these studies, which have been made in the United States in the last two years it seems to me we cannot close our eyes as educators to this problem but that we must acknowledge it as one of the responsibilities which, with a host of others, has been turned over to the public schools and if we are to realize our aim toward the ideal of an equal opportunity for all children we cannot neglect this group of one million children who need special speech correction help.

### *THE SCHOOL BEHAVIOR CLINIC*

FRANKLIN C. LBAUGH, DIRECTOR, COLORADO PSYCHOPATHIC HOSPITAL,  
DENVER, COLO.

Nearly one-hundred years ago Horace Mann made this statement, "Teaching is the most difficult of all arts and the profoundest of all sciences. In its absolute perfection it would involve a complete knowledge of the whole being to be taught, and of the precise manner in which each possible application would affect it."



The main aim of the present mental hygiene movement is to obtain a complete knowledge of the whole being to be taught, and for this purpose it seems to me the school behavior clinic is a necessary requisite in the organization of any public school system. Behavior represents an interaction between the individual child and his environment. The individual child represents an integrated total. Organizations and the environmental forces operating on him can be summarized as those in the home, centering around the parent-child relationships; those in the school, centering around teacher-pupil relationships; and the many forces in the community, centering around group and vocational adjustments. The school behavior clinic, in studying the total individual, does not necessarily make a distinction between the so-called normal individual and the child with a problem. This distinction is frequently impossible. Through the school behavior clinic, a knowledge of cause and effect relationships entering into the behavior difficulties under study, can be established and proper treatment instituted.

The contribution of psychologists and psychiatrists in the study of behavior are well known. Both groups have made worthy contributions to the theory and methods of child study. This is especially true of psychologists of the Terman Hollingsworth School, and of the Psychiatrists of the Lowry-Thom Group. Through the work of the National Committee for Mental Hygiene and the rapid development of Child Guidance Clinics in this country, the understanding and treatment of behavior and personality problems of childhood have been established on a broad foundation. The school clinic should consist of a clinical team whereby the psychiatrist and the psychologist, work together. The division of the work is as follows:

"Psychologists have had more intimate contact with educational problems in situations where improper grading in school has been detrimental to the child, or where the child is inherently backward or has some special limitations or special capacities which require consideration. They have been instrumental in developing new educational methods, in promoting the formation of special classes, and in grading groups of children advantageously within the classroom as well as rendering invaluable advice in individual cases. This work is of preventive, as well as immediate therapeutic value.

"The psychiatrist, on the other hand, takes into consideration the findings of the psychologist with respect to the educational problems and the child's mental development; but in addition he must have a knowledge of many other factors which may have caused the trouble. He must consider the unfavorable social surroundings of the child, namely, bad home influence, evil companions, and general neglect; the bad influence of a nervous-minded or fault-finding teacher; the example of ignorant or over-indulgent parents. He must also consider a possible instability of the child, either inherited or acquired, and many physical factors, such as fatigue, nervousness, malnutrition, improper diet, or physical defects."<sup>2</sup>

<sup>2</sup> Notes and Comments, *The Amer. Jour. of Orthopsychiatry*, July, 1931, Vol. 1, No. 4.

The school clinic can be organized in accordance with the kind of service desired. If it is desired to deal chiefly with the educational problems, mainly the placement of children in proper grades and special classes for the retarded as well as gifted child, the psychologists are needed and render invaluable service. But if, as we advise, a broad approach to the problem is desired, that is, not only the management of educational difficulties in children, but also medical diagnosis, treatment and management of all problems of child guidance and mental hygiene, the clinic should have a psychiatrist in charge. Naturally, he would be assisted by a psychologist and visiting teachers and social workers. It is a more elaborate plan than the employment of a psychologist alone, but it is the only method that can adequately deal with all problems that arise in school children. Such a clinic is of great community value, not only in the schools but to the children's courts and all agencies caring for children.

The function of the school behavior clinic is two-fold.

(1) Clinic study of the individual upon which to base treatment.

(2) Education or presentation of mental hygiene concepts by courses, public addresses, published articles, open staff meetings, and demonstrations. It seems to me the educational aim of a school clinic is of more far reaching importance than the clinical aim, especially if courses may be devised in connection with the normal schools. The young teacher is especially handicapped when she is suddenly confronted with behavior problems, and her training has been woefully inadequate in the past in this regard. When she has had instructions along these lines the emphasis has been placed on the mentally defective and backward child instead of upon the problems of behavior at large as they are encountered in everyday classroom responses.

Perhaps the function of the school behavior clinic may be best illustrated by reporting a few brief abstracts from our records. These abstracts especially emphasize behavior as a reaction to various situations in the home, the school and the community.

(Here followed some interesting case records.)

The case histories I have just quoted indicate everyday problems as they are encountered in the school behavior clinic. They do not, however, take up the more complex problems of behavior which require detailed psychiatric analysis. They follow through the suggestion made by Horace Mann that teaching necessarily involves the knowledge of the whole being to be taught. This knowledge is only obtained through detailed study of social, psychiatric and medical factors that enter into behavior, especially of the so-called normal individual, who presents many problems which are often neglected by the school system. Many cases may be studied satisfactorily by the teacher, the visiting teacher and the psychologist without coming to the attention of the psychiatrist. This would enable the psychiatrist to spend considerable time in handling the more complex problems of behavior, and there are many in the school system, as well as in

developing consultation services with teachers and superintendents of the school system. The school is essentially the social and health apparatus of the community. It is an ideal social and health apparatus if clinic facilities are provided to insure and to improve the physical and mental health of each pupil. These clinical facilities are rapidly developing in this country. For instance, questionnaires recently sent to 305 teachers' colleges, state normal schools, and city normal schools indicate that 80% are presenting mental hygiene in their curriculum in some form or other, 21.7% of 239 institutions offer regular courses in mental hygiene, 23.4% have special lectures in mental hygiene, whereas 78.6% offer regular courses in mental testing. However, only 5.4% of the normal schools report that they have a psychiatrist in connection with their institution or available for their students. Thirteen and four-tenths percent state they have a mental hygiene clinic in connection with their institution or available for their students. This is a very small percentage, which must be changed in the coming decade.

A study in Colorado of one hundred admissions to the State Industrial School for boys indicates that sixty-three of this group had marked difficulty with their studies, forty-seven actually failed and thirty-six failed more than once. It was in only 10% that the data indicated there had been no school difficulties of any type. Surely, the school behavior clinic can contribute greatly toward the prevention of delinquency. We now know that the majority of school failures are to be found in some degree of antagonism or difficulty in the teacher-pupil relationship, or in lack of individualized curriculum or in confused aims of education. There are over twenty million school children in the United States. Of this group, Carlton Washburn, one of our leading educational experts, states that about one out of every sixteen fails of promotion every year because he has not been able to keep up to the average child for one reason or another. This means an actual loss of one hundred million dollars per year. I would like to visualize spending 5% of this total for school behavior clinics, and adequate courses of instruction in mental hygiene in our normal schools.

The greatest contribution the school behavior clinic may make will be in the teaching of normal school students. Each student in a normal school should be assigned several months work in the school behavior clinic under supervision. She should be enabled to make social investigations in the many problems presented to the clinic, and she should be familiarized with the work of the visiting teacher, psychologist and psychiatrist. She should especially know the average mental mechanisms of adjustment, and should visualize mental health as a phase of general health. Mental health should be visualized in terms of adjustment. A person is wholly adjusted if he can meet the various situations which he faces day by day adequately and efficiently. Mental health may also be thought of in terms of integration. The individual who is striving to bring about an adjustment between him-

self and his surroundings is behaving and reacting as a total organism with a singleness of purpose directed toward a single end. This whole-heartedness and ability to face difficulty with singleness of purpose leads to the integration of the personality, and until one achieves this integration his mental health cannot be considered complete or robust. Mental hygiene is of greater importance today than at any other time in the world's history. With our increasing industrialism and complexity of social life, satisfactory adaptation is more difficult. The high level of stimulation and excitement day after day is more marked now than ever before in the world's history. Social relationships and stability are more complex than at any other time. It has been estimated that one out of every twenty-two persons becomes a patient in a hospital for mental disease in a lifetime. These tendencies toward instability are increasing, as evidenced in the admission rates to mental hospitals. All of these individuals pass through our school systems. The majority of them show how definite symptoms of disturbance during their school careers.

### *WHY EDUCATE THE CRIPPLED CHILD?*

CARRIE DALY, PRINCIPAL, SUNSHINE SCHOOL, SAN FRANCISCO

"President Hoover's White House Conference on Child Health and Protection, recognizing the rights of the child as the first rights of citizenship, pledges itself to these aims for the children of America:

"For every child who is blind, deaf, crippled or otherwise physically handicapped and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicaps, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be met and borne publicly where they cannot be privately met.

With this as our ideal, why *not* educate the crippled child? He is a potential citizen, a real person in this world of ours, and whatever his handicap, no one of us can say what medicine or surgery may be able to do to improve his condition in another decade or two. If he is educated while still incapacitated by paralysis or disease, how much greater will be his earning power when he is partially or entirely made whole! This is the economic reason for educating the crippled child.

In the ten years that I have worked with handicapped children, I have seen boys and girls who, a decade ago, were said to be beyond any help from medicine or surgery. Today these children are being operated on and therapeutically treated, and sent back to us entirely or partially rehabilitated. Are they not less of an economic problem now than if they had been left uneducated?

Social contact is the one thing that the crippled child needs to keep him from becoming an anti-social individual. As a result of his handicap, the crippled child instinctively builds up a wall—what the psychologist calls

a defense mechanism—to protect himself against his inability to keep up with his normal brother. Society has only one remedy to offer for this complex—contact with other children with similar handicaps, and a natural competition with others in natural school situations.

Knowing that the crippled child must be educated to meet these two needs, San Francisco has established the Sunshine School for crippled children. The aims and purposes of this school are to give every handicapped child the best education it is possible for him to assimilate, to win for him the best physical condition it is possible for him to attain, and to help him to find his place in the world's work.

The children of the Sunshine School are all mentally normal or above, as is evidenced by their rate of progress, which is virtually the same as that of physically normal children of the same age. This does not mean that every child in the Sunshine School rates a high I.Q. At first some of them do not, for the child crippled from birth, or one who has spent many years in a hospital bed, does not have the contacts or background that give the well child what we call normal reactions. Consequently, a child—when there is a possibility that his test has been low because of these handicaps—is given a year in the school and then is again tested. In my judgment many crippled children who are called dull or low mentally are retarded only because of lack of social contacts. These we try to give him in this school.

Our school program in general is the same as that of the regular school, though it is modified in some instances, and includes special activities for many of the children. Manual training and sewing are offered for the older children. Woodwork and toy-making give skill in using crippled hands and train minds which are not as alert as they might be in academic subjects, but which are very quick in setting up a pattern for a table or a toy or in designing a piece of furniture.

Music and dramatics are subjects that the children love because they give expression to those feelings that have been cooped up in them for so many months or years. They are perfectly unconscious of their handicaps when they are reproducing in song or drama the world as it appears to them. Costumes are made for every play and much planning is necessary to make a dress that will cover up braces or casts so that the Queen will be really beautiful. Life is wonderful when they are planning these affairs, and certainly to hear them sing makes one forget that their lot has been sad or painful. This is one answer to the question "Why Educate the Crippled Child?" A happy child makes a more useful citizen.

Play and recreation form a large part of our curriculum. Games and physical activities are modified or adapted to meet individual or group needs, since training begun by the physical education teacher must also be used in the classrooms during lesson periods. No physical training or posture work is given to any child until the co-operation of the home is solicited and the consent of the physician or social worker in the case has

been obtained. Every teacher in this school joins the physical education teacher in this effort, since one of the aims of the school is to aid in physical restoration of the child. The Board of Health through our school physician keeps a check on the physical condition of the children and co-operates with the pupil's own doctor, so that there are no misunderstandings as to the care given the children in school.

The child's restoration to as nearly normal training as possible is another aim of the school. In every way the physique is built up and health habits are instilled. Each child has his own cot and blanket and spends at least one hour out of the school day resting in the open air. This period gives tired bodies a chance to catch up with active brains. Mid-morning milk and a hot lunch at noon aid in this physical restoration.

To preserve normal mental abilities, the academic objectives are kept as nearly as possible identical with those in the regular public schools. When a child has adjusted himself to the group, or has overcome his physical handicap to the degree that the regular school is the proper place for him, he is transferred to a regular school most suited to his needs. Only a few cases have occurred wherein the pupil has been required to return to Sunshine, and some of these resulted from additional surgical work.

Teaching at Sunshine is really an individual process, since many of the children who enter have been out of school for many months or years, or have never been in school, but an effort is made to group them as soon as possible, because socialization and school adjustment are most important. When the children find that they can keep the pace that other children have set, and withstand the strain of keeping up, both physically and mentally, with a large group, they react quickly to the atmosphere of the school and become happy and contented. This adaptation to the group is most important, since the crippled child has been given so much special attention and consideration in the years when suffering was his lot.

The children are encouraged to do all they can for themselves and for others. They are trained away from feelings of self-pity to those of hopefulness and cheerfulness. In fact, pity is never expressed in the Sunshine School, as it is a positive menace to physical, mental and social advancement. With increasing health comes the feeling of responsibility to make good, and this attitude toward work and play and toward the ideal of what the child would like to become forms character, out of which will develop useful citizenship.

*DELEGATE ASSEMBLY***Resolutions**

Fourth Biennial Assembly, Denver, Colorado, 1931

**Herman-Jordan Committees**

Complete report of Raphael Herman-David Starr Jordan Plan of Education for International Understanding, Cooperation and World Peace will be published in separate volume.

**Committee No. I**

Since truthful information is basal to international understanding and peace, and correct geographical knowledge is contributory to those ends, the W. F. E. A. recommends that a committee be appointed to study geography materials and to compile a list of sources for geography teaching materials by countries, whereby more complete and accurate data may become available for schools and homes in order to establish:

1. *A more definite understanding of the interrelations between men and the various natural environments throughout the world:*

2. A clearer appreciation of

(a) The common life problems of peoples;

(b) The contributions of peoples in various regions to present day world civilization, as such contributions result from the interrelations between life and natural environment;

(c) The resulting interdependence among peoples and places; and

3. A firmer realization of the necessity for international understanding that will aid world peace and world prosperity.

NOTE: Existing educational and geographical organizations can be used as agencies of cooperation in this study.

**Committee No. II**

The W. F. E. A. endorses and desires to encourage the writing and teaching of the history of civilization, particularly in the social studies, thus placing the history of each nation in its proper international setting.

**Committee No. III**

1. The W. F. E. A. urges colleges and universities to establish courses in International Relations and to place increased emphasis upon subjects in the curriculum which promote international understanding and friendship, such as the history of international relations, international law, treaties and agreements, arbitration cases, international organizations, comparative government, etc.

2. The W. F. E. A. recommends that a committee be appointed by the Board of Directors to consider the possibility of the formation of an international University Board with the following purposes in view:

- (a) To establish a uniform system of evaluating entrance credits, and
  - (b) To assist in adjusting the foreign student to his new environment by suitable means, such as the International House, and to study the problem of fitting him to readjust himself upon his return home so that his usefulness and service to his own country will be increased.
3. The W. F. E. A. recommends:
- (a) The teaching of plays and games of various countries, correlated with social studies, and urges that literature and directions dealing with this type of instruction be made more generally available; and
  - (b) The holding of play days, which by their nature eliminate competition between nation and nation, in order to bring together the youth of different countries of the world.
4. The W. F. E. A. recommends the formation of a plan whereby young people may broadcast, by radio, speeches describing the life, customs and ideals of their respective countries and exchange messages of good will and amity.
5. The W. F. E. A. urges colleges and universities to establish bureaus for the purpose of disseminating information concerning the people of the various countries by furnishing speakers from among their foreign students and by supplying articles written by them to newspapers and other periodicals.

#### Committee No. IV

1. The W. F. E. A. pledges its active support to the purpose of the Conference on the reduction and limitation of armaments to be held at Geneva in 1932, and calls upon its affiliated organizations to urge upon the respective governments participating in the Conference to support measures for a drastic reduction of all armaments.
2. The W. F. E. A. recommends that in view of the above Conference:
- (a) Facts and references bearing upon the purposes of the Conference be collected and a bibliography be prepared;
  - (b) These data and materials be made available to schools through existing agencies, so far as possible, to the end that more complete teaching content be at hand for the study of this current world problem; and
  - (c) Adequate instruction on this subject be given in the schools of all nations early in the coming school year.

#### Committee No. V

1. The W. F. E. A. is of opinion that, as a basis for an understanding of the principles of cooperation underlying governmental movements towards international good will which should be taught during school life, it is wise for all children in schools to gain knowledge of those historic experiences



where peoples have carried out joint projects demonstrating international good will and confidence.

(NOTE: Examples of such projects are the International Arch and Park celebrating the century of an unarmed boundary between Canada and the United States, the monument, "Christ of the Andes," on the boundary between Chile and Argentine, the Peace Bridge at Buffalo, and others that make the desired appeal to children.)

2. The W. F. E. A. recommends to educators in all lands that the machinery of peace be studied with increasing emphasis throughout school life.

3. The W. F. E. A. urges all institutions for the training of teachers to make the study of International Relations and World Peace a required subject in the curriculum.

4. The W. F. E. A. urges authors and publishers to revise their textbooks in history and other social studies in the light of the Paris Pact, so as to include a record of the various steps which have been taken to promote world peace.

### Combined Herman-Jordan Committees

The W. F. E. A. recommends that a concise publication be issued that will summarize:

1. The findings and recommendations of the Herman-Jordan Committees since their inception, and
2. The specific references to materials that will be useful in the promotion of the purposes of the Herman-Jordan Plan.

### Teachers' Organizations

1. The W. F. E. A. authorizes the Section on Teachers' Organizations to collect and interchange information relative to the work of teachers' organizations and particularly to those problems connected with the welfare of the teaching profession.

2. The W. F. E. A. recommends the Board of Directors to provide some financial assistance for this purpose.

### Home and School

1. The W. F. E. A. recommends:

- (a) That all home and school associations, in cooperation with the school and other community agencies, give encouragement to practical measures for the conservation and improvement of the health of children; that an integrated conception of physical, mental, social, and spiritual health be the objective to be reached through adequate consideration of growth and nutrition, mental hygiene, social hygiene, safety and physical activity;
- (b) That the important position of the teacher in the mental hygiene of the child be recognized by including adequate instruction in this subject in teacher training institutions;

- (c) That, as far as is practicable, trained workers be employed by school authorities to assist in promoting understanding between home and school; and
- (d) That, inasmuch as inter-racial antagonisms are not natural to children, parents and teachers use all possible means to create and foster friendly attitudes between children of different races.

2. Recognizing that the Junior Red Cross activities which are carried on at school have a beneficial repercussion in the family, especially as regards health and the ideas of solidarity and altruism, and that thus the Junior Red Cross is capable of creating a living bond of sympathy and active interest between the home and school, and believing that the Junior Red Cross greatly furthers the work of mutual and international understanding, the W. F. E. A. recommends that the teaching body and the family support the Junior Red Cross and encourage pupils to become members.

3. The W. F. E. A. recommends action throughout the world to encourage those phases of the cinema which are constructive in their effect upon home and community life and upon the moral ideals of young people and which tend to remove barriers between peoples through true representation of national life and characteristics.

### Health

1. Whereas the investigations of the Health Section since its origin in 1923 reveal an extensive growth in the school health program of many countries and an increased interest in health among educators throughout the world, the W. F. E. A. recommends each of the various countries to set up a committee representative of the organizations in these countries which are concerned with the health of the school child, in order to provide a medium of exchange and a basis of representation.

2. Inasmuch as the success of the school health program is in a large measure dependent upon the mutual understanding and cooperation of all professional groups involved in school health, the W. F. E. A. recommends the various national committees and national professional organizations to provide opportunity for the development of mutual understanding between all concerned in this work.

3. The W. F. E. A. is of opinion that a medium for maintaining a continuous contact by means of a periodic bulletin devoted to technical material regarding the various phases of the school health program is desirable.

4. The W. F. E. A. recognizes the need for some machinery for maintaining a continuous contact between research workers and administrators in the field of school health.

### Rural Education

1. The W. F. E. A. recognizes as a prerequisite for the greatest success in rural teaching such understanding of rural life on the part of the teachers as will enable them to base instruction upon the child's environment, and such sympathetic appreciation of rural life as will make possible the fullest

cooperation of educationists in furthering the development of the rural school, not only as an educational factor in child education, but as a social, educational, ethical and civic center for the entire community.

2. The W. F. E. A. recommends that the attention of the governments of all countries be called to the necessity in the interests of the economic welfare and the stability of their countries:

- (a) Of providing the best possible education for young people in rural areas.
- (b) Of affording the advantages of a well-balanced curriculum within reasonable distance of the pupil's homes, and
- (c) Of securing for service in the rural schools teachers thoroughly educated, fully trained and adequately remunerated.

### Preparation of Teachers

1. The W. F. E. A. recommends the initiation of a study of the curricula of teacher training institutions of all countries in their bearing upon the education of future teachers in nationalism and in international understanding.

2. The W. F. E. A. recommends that teachers colleges and schools of education having graduate departments offer courses in Comparative Education where this is not already done and that qualified students be encouraged to choose such courses. It also recommends that, when qualified instructors can be secured, Comparative Education be offered in summer schools and in university extension divisions for the benefit of teachers in service.

### Pre-School and Kindergarten

The W. F. E. A. endorses programs of parental education dealing with the pre-school child, these programs to be directed by efficient trained and lay leaders.

### International Auxiliary Languages

The W. F. E. A. recommends the appointment of a commission for the study of the question of international auxiliary languages, such as Esperanto, as a means of promoting the aims of the Federation, this commission to report at the next convention.

### International Understanding

1. The W. F. E. A. recommends to the Directors the appointment of a committee whose function shall be: first, to discover those countries whose people and culture are least known or inadequately understood by school children in other lands because of a paucity of effective literature; second, to invite writers of talent in those countries to produce the needed type of literature and to select existing literature for translation into other languages; and, third, to devise ways and means of procuring funds for this purpose.

2. The W. F. E. A. recommends:

- (a) That governments and states should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers a real possibility;
- (b) That the interchange of pupils during vacations or in the course of the school term should be encouraged;
- (c) That the interchange of correspondence and publications between schools should be extended;
- (d) That schemes be considered whereby individual schools in different countries should be paired with similar schools in other countries with a view to the development of mutual understanding—  
(NOTE: The scheme instituted by the Anglo-American Committee under the auspices of the secondary department of the University of Pennsylvania is an illustration) ;
- (e) That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding; and
- (f) That in the curriculum or in extra-curricular activities adequate attention should be given to the development of international understanding.

3. The W. F. E. A. recommends that a committee be created within the Federation to study existing methods in the various countries and to develop definite projects for the promotion of adult education in international understanding.

### Radio and Cinema

1. The W. F. E. A. records its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens and urges all national governments to include a representative of their respective education administration in the delegations sent to the International Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.

2. The W. F. E. A., recognizing the possibilities of promotion of international understanding and good will through such agencies as the radio and the cinema, hereby requests the directors to appoint a committee to study the best utilization of these agencies for this purpose, to make recommendations to this effect, and to cooperate in organized efforts having this end in view.

3. In view of the possibilities of its use in developing greater mutual understanding and friendliness among nations, the W. F. E. A. commends the study of the feasibility of international radio broadcasting of educational programs for school children of other nations to the national educational authorities and to those in charge of radio broadcasting in each country in the hope that a plan of cooperation to this end may be worked out.

4. The W. F. E. A. commends to the proper educational authorities and organizations the study of the possibilities of the use of tonal moving pictures for the true presentation of life in foreign countries for the benefit of school children of all nations.

### Illiteracy

The W. F. E. A. recommends:

1. That illiteracy statistics of all nations be uniformly reckoned from the age of not less than ten years; and
2. That all nations be earnestly urged to use strenuous efforts and financial means to eradicate illiteracy and to appoint a commission, when necessary, empowered to bring about a realization of this general and fundamental enlightenment of nations.

### Educational Attachés

The W. F. E. A. reaffirms its recommendation that Educational Attachés be appointed in all embassies and urges upon its affiliated associations increased activity in their respective countries to this end.

### General

The W. F. E. A. urges all its affiliated organizations to give to the above resolutions as wide publicity as possible, by furnishing them to the educational journals to be published, with the request that other publications copy them and that individuals reading them bring them to the attention of still other publications for copying.

### Thanks

The W. F. E. A. wishes to express its best thanks to the Denver Executive Committee in charge of local arrangements, the members of sub-committees, The State Teachers Association, the University of Denver, the other educational institutions of the State, the office of the State Superintendent of Public Instruction, the Denver Public Schools, the Chamber of Commerce and the Convention Bureau, and to all those individuals who did so much for the entertainment and comfort of the delegates and visitors.

### Members of the Resolutions Committee

G. R. Parker, England, *Chairman*

Harry Charlesworth, Canada, *Secretary*

Randall G. Condon, National Education Association, U. S. A.

H. L. Constable, Association of Assistant Masters of England and Wales

Mrs. H. L. Constable, Parents' National Educational Union, England and Wales

Miss H. Elliott, National Council of Geography Teachers of the United States

Miss Ethel Gardner, National League of Teachers Associations, U. S. A.

Miss Ruth Hardy, American Federation of Teachers

Dalmacio Martin, National Federation of Teachers of the Philippine Islands

Robert Neilly, Irish National Teachers Organization

M. Oshima, Japanese Education Association

Angus Roberts, National Union of Teachers of England and Wales

Joe H. Ross, Canada, Institute of Handicraft Teachers

P. Seshadri, All India Federation of Teachers' Associations

Benjamin Skinner, Educational Institute of Scotland

Otto Tacke, Bund Entschiedener Schulreformer, Germany

Mrs. U. Gordon Wilson, Association of Assistant Mistresses in Secondary Schools, England and Wales

Casimir D. Zdanowicz, National Federation of Modern Language Teachers, U. S. A.

*REPORT OF THE SECRETARY OF THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS FOR THE BIENNIAL PERIOD 1929-31*

(Abbreviated Report)

To the President and Board of Directors of the World Federation of Education Associations.

Ladies and Gentlemen: I have the privilege of making the following report concerning the work of the office of Secretary of the World Federation of Education Associations during the biennial period 1929-1931:

It is with very great pleasure that I report a large increase in the membership of the W. F. E. A. during the past two years. At the time of the Geneva Conference the World Federation had a total membership of sixty-five organizations. At the present time it has a total membership of one hundred and twenty-six organizations, an increase of more than ninety per cent. Of these organizations twenty-two are full members and one hundred and four associate members.

In carrying on the work of encouraging membership and spreading information concerning the World Federation, the Secretary's office has sent out during the biennial period approximately four thousand letters to leading educators and to officers of education associations.

In May, 1930, the name of our publication was changed to that of "World Federation News," and the new periodical is being issued bi-monthly in printed form instead of in mimeographed form as previously.

The practice of sending monthly a list of news items to educational journals in every part of the world has been continued. The total number of journals receiving these items regularly is now about eighty.

During recent months every possible effort has been made by the officers of the Federation to make adequate preparation for the Fourth Biennial Conference now beginning. In that connection the office of the Secretary has sent out approximately five thousand letters and has assisted in the distribution of publicity bulletins.

The Secretary wishes to acknowledge with many thanks the guidance of President Thomas and the Board of Directors during the biennial period and to make mention of the valuable cooperation of the other officers and the helpful attitude which has constantly been shown by the chairmen and individual members of the various sections and committees of the W. F. E. A.

The Secretary wishes to call special attention to the unique manner in which World Goodwill Day, May 18, was celebrated this year through the cooperation of the W. F. E. A., the National Council for the Prevention of War, and other agencies in various countries. A girdle of telephone conversations encompassed the earth in the interest of world understanding and good will—conversations carried on by school children from capital to capital of the world. For the unqualified success of this unique celebration the World Federation should thank especially Miss Selma M. Borchardt, a member of the Board of Directors, who was the general manager of arrangements, Sir Frank Goldstone, vice-president of the W. F. E. A., who acted as European chairman of arrangements, and Dr. A. O. Thomas, president of the World Federation, who used his influence to secure world-wide cooperation.

In conclusion, the Secretary desires to voice once again his unwavering faith in the great mission of the World Federation. The growth in its membership, the interest in its biennial conferences, and especially the ever increasing acceptance by multitudes of people in every nation of its cardinal principles of universal education, of international understanding and world peace give ample reason to believe that its influence is being felt for good throughout the world.

# STATEMENT OF FUNDS

Received by C. H. Williams, Secretary of the W. F. E. A., from July 1, 1929, to June 30, 1931, Inclusive

## Receipts

|                           |                          |
|---------------------------|--------------------------|
| Membership dues .....     | \$4961.55 plus £120.14.5 |
| Toronto Proceedings ..... | 45.00                    |
| Geneva Proceedings .....  | 52.50                    |

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Total .....\$5059.05 plus £120.14.5

## Expenditures

|   |                          |
|---|--------------------------|
| Amount delivered to Dr. E. A. Hardy,<br>Treas. .... | \$5059.05 plus £120.14.5 |
|---|--------------------------|

## MEMBERS OF THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS AT THE TIME OF THE DENVER CONFERENCE.

### Full Members

National Education Association of the United States.  
Canadian Teachers' Federation.

Educational Institute of Scotland.  
 National Union of Teachers of England and Wales.  
 Japanese Education Association.  
 Irish National Teachers' Organization.  
 Bund Entschiedener Schulreformer of Germany.  
 American Federation of Teachers.  
 Association of Assistant Mistresses in Secondary Schools, Inc. (England)  
 Parents' National Educational Union. (England)  
 Association of Head Mistresses, Inc. (England)  
 National Federation of Modern Language Teachers. (United States)  
 Institute of Handicraft Teachers, Inc. (England)  
 Association of Assistant Masters in Secondary Schools, Inc. (England)  
 Association of Head Masters, Inc. (England)  
 All India Federation of Teachers' Associations.  
 National Council of Geography Teachers of the United States.  
 National Federation of Teachers of the Philippine Islands.  
 Malayan Teachers' Association.  
 National League of Teachers' Associations. (United States)  
 National Committee for the Training of Teachers in Scotland.  
 Aundh State Teachers' Association.

#### *Associate Members*

New Education Fellowship. (England)  
 University of Mexico.  
 Hawaii Education Association.  
 The Nursery School Association of Great Britain.  
 Association for Childhood Education. (United States)  
 League of Nations Association, Inc. (Educational Dept. of the) (United States)  
 Women's Educational Union. (Glasgow, Scotland)  
 Child Study Association of America, Inc.  
 Scottish Federation of Esperanto Societies.  
 American Library Association.  
 National Congress of Parents and Teachers. (United States)  
 University of Denver.  
 Pennsylvania State Education Association.  
 California Teachers' Association (Southern Section).  
 Connecticut State Teachers Association.  
 Illinois State Teachers' Association.  
 Kansas State Teachers Association.  
 California Teachers' Association.  
 British Social Hygiene Council.  
 Wisconsin Teachers Association.  
 Massachusetts Teachers Federation.  
 Maine Teachers' Association.



Minnesota Education Association.  
Missouri State Teachers Association.  
Asociación Pedagógica Universitaria. (Havana, Cuba)  
South Dakota Education Association.  
Chicago Division, Illinois State Teachers' Association.  
Oklahoma Education Association.  
Michigan Education Association.  
Ohio Education Association.  
Georgia Education Association.  
New York State Teachers' Association.  
Esperanto Association of North America.  
Milwaukee Teachers' Association.  
New York Principals' Association.  
Alabama Education Association.  
Brooklyn Teachers Association—Brooklyn, New York.  
Iowa State Teachers' Association.  
Los Angeles Kindergarten Club—Los Angeles, California.  
International Society for Crippled Children—Elyria, Ohio.  
Binghamton Teachers' Association—Binghamton, New York.  
Teachers' Association of the Borough of Queens—New York.  
International Council for the Education of Exceptional Children.  
American Home Economics Association.  
Pan-Pacific Union—Honolulu, Hawaii.  
Los Angeles City Teachers Club—Los Angeles, California.  
Idaho Education Association.  
New York City Branch of the National Council of Administrative Women  
in Education.  
Lakewood Teachers' Federation—Lakewood, Ohio.  
Mount Vernon Teachers' Association—Mount Vernon, New York.  
Rochester Teachers' Association—Rochester, New York.  
Oakland Teachers Association—Oakland, California.  
Austin Teachers' Association—Austin, Texas.  
Philadelphia Teachers Association—Philadelphia, Pennsylvania.  
Pittsburgh Teachers Association—Pittsburgh, Pennsylvania.  
Heads of Department Association of the Borough of Brooklyn—Brooklyn,  
N. Y.  
Chicago Teachers' League—Chicago, Illinois.  
Cedar Rapids Teachers Association—Cedar Rapids, Iowa.  
American Association for Adult Education.  
Galveston City Teachers Association—Galveston, Texas.  
Cumberland County Teachers Association—South Portland, Maine.  
National Council for the Social Studies—Chicago, Illinois.  
The Columbus Teachers Federation—Columbus, Ohio.  
Teachers' Council—Racine, Wisconsin.  
Principals' Forum—Minneapolis, Minnesota.

Oregon State Teachers' Association.  
 Association of High School Women—Kansas City, Missouri.  
 Kenosha Teachers Club—Kenosha, Wisconsin.  
 Birmingham Teachers Association—Birmingham, Alabama.  
 New Hampshire State Teachers' Association.  
 The Faculty of the Merrill-Palmer School—Detroit, Michigan.  
 Omaha School Forum—Omaha, Nebraska.  
 San Diego Teachers Association—San Diego, California.  
 Jamestown Teachers' Association—Jamestown, New York.  
 National Recreation Association. (United States)  
 Swedish School Peace League.  
 Berkeley Teachers Association—Berkeley, California.  
 Faculty of Arizona State Teachers College—Tempe, Arizona.  
 Teachers Club of New Rochelle, New York.  
 American Social Hygiene Association.  
 Fort Wayne Teachers Association—Fort Wayne, Indiana.  
 Seattle Grade Teachers Club—Seattle, Washington.  
 Wyoming State Teachers Association.  
 Bay Section of the California Teachers Association.  
 Portland Grade Teachers' Association, Inc.—Portland, Oregon.  
 Teachers' Association of Jersey City, N. J.  
 Maui Teachers' Association—Territory of Hawaii.  
 Kansas City Teachers' Club—Kansas City, Missouri.  
 Tucson Teachers' Association—Tucson, Arizona.  
 Virginia Education Association.  
 Trenton Teachers' Association—Trenton, New Jersey.  
 Akron Teachers' Association—Akron, Ohio.  
 Pueblo Education Association of District No. 1—Pueblo, Colorado.  
 San Francisco Classroom Teachers Association—San Francisco, California.  
 Public School Teachers Association—Montclair, New Jersey.  
 Pueblo Classroom Teachers Association, District No. 20—Pueblo, Colorado.  
 Washington Education Association.  
 Fresno City Council of Education—Fresno, California.  
 Cincinnati Teachers Association—Cincinnati, Ohio.  
 The Yuma Community Education Association, Yuma County, Colorado.  
 Sterling Community Federated Teachers Club—Sterling, Colorado.  
 Malden Teachers' Association—Malden, Massachusetts.  
 Colorado Education Association—Denver, Colorado.

### *REPORT OF THE AUDITING COMMITTEE*

July 30, 1931.

On behalf of the Auditing Committee we have to report that we have inspected the books presented to us. The books had been audited and duly certified as correct by Messrs. A. S. Zavitz and Charles Auld of Toronto,

but for the convenience of the Auditing Committee Dr. Hardy produced all the vouchers in connection therewith.

The receipts of Dr. Williams and Dr. Siders were subjected to a close check and were found correct.

The gross income of the Federation from all sources for the period June 16th, 1929 to June 30th, 1931, including balance in hand on June 15th, 1929 of \$2,283.14, amounted to \$18,198.88. Of this amount \$9,452.28 was due to fees, \$1,042.69 due to subscriptions and \$1,749.99 to donation from Dr. Raphael Herman specially earmarked for salary and expenses of Dr. Siders. If the two amounts, Balance in hand June 15th, 1929, of \$2,283.14 and Refund of the unexpended balance paid into the Geneva bank in 1929 of \$1,157.90, are deducted from the gross total of \$18,198.88, the actual net income to the Federation for the biennium under review is only \$14,757.84, and this includes a sum of \$1,100.00 received from the Denver Conference Committee.

Turning to expenditures the chief items are Salaries, Honoraria, etc., \$3,863.32, and Geneva Travel Expenses, \$6,603.22. The amount under the head of Salaries, etc., is made up of three items as follows: Honorarium to Mr. Williams, \$2,000.00, Salary Secretary to Dr. Thomas \$360.00, Salary Dr. Siders \$1500, the balance being for exchange on cheques.

It is also our duty to point out that there is a deficit on the working of the period ending June 30th, 1931, of \$899.61.

Finally the Auditing Committee desires to express their thanks to Dr. Hardy, who did everything possible to facilitate our work and who answered all queries most fully and readily and provided us with the fullest possible information.

Signed—H. N. PENLINGTON,  
H. L. SMITH,  
M. OSHIMA.

## WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Treasurer's Statement for Biennium, June 16, 1929 to June 30, 1931.

## RECEIPTS

|                                  |            |             |
|----------------------------------|------------|-------------|
| Balance, June 15, 1929.....      | \$2,233.14 |             |
| Fees .....                       | 9,452.23   |             |
| Subscriptions .....              | 1,042.69   |             |
| Dr. Raphael Herman .....         | 1,749.99   |             |
| Proceedings .....                | 313.27     |             |
| Refund Geneva Bank .....         | 1,157.90   |             |
| Commission European Travel ..... | 995.50     |             |
| Denver Committee .....           | 1,100.00   |             |
| Sundries .....                   | 104.11     | \$18,198.88 |

## EXPENDITURES

|  |          |           |
|--|----------|-----------|
| Salaries .....                                 | 3,863.32 |           |
| Clerical Help .....                            | 787.70   |           |
| Printing and Stationery .....                  | 1,255.71 |           |
| Postage and Telegrams .....                    | 751.94   |           |
| Geneva Expenses .....                          | 654.40   |           |
| *Geneva Travel Expenses .....                  | 6,603.22 |           |
| Geneva Proceedings .....                       | 1,210.68 |           |
| Toronto Proceedings .....                      | 949.31   |           |
| Travel Field Representative .....              | 660.77   |           |
| Bonds, Treasurer and Field Representative..... | 75.40    |           |
| Endowment Campaign Expense .....               | 117.19   |           |
| Educational Institute of Scotland Acct.....    | 200.00   |           |
| Sundries .....                                 | 701.81   |           |
| Denver Travel Expense .....                    | 200.52   | 18,031.97 |
| Credit Balance .....                           |          | 166.91    |

18,198.88

## Assets, June 30, 1931

|   |          |
|---|----------|
| Balance General account .....           | \$166.91 |
| Balance Washington account .....        | 165.11   |
| Balance owing from Denver account ..... | 50.04    |

382.06

## Liabilities, June 30, 1931

|  |            |
|--|------------|
| Salaries to June 30, 1931.....                     | \$56.67    |
| Balance due Educational Institute of Scotland..... | 350.00     |
| Balance due Geneva Travel Expense .....            | 775.00     |
| Refund to Denver account .....                     | 100.00     |
|  | \$1,281.67 |

\*Including cross entry in receipts, \$1,157.90; Net amount, \$5,445.32.